



**GRADE
2**

The Practice Workbook of **ARITHMETIC**





$$2 + 2 = 4$$



$$2 + 2 = 4$$



$$1 + 1 = 2$$



Arithmetic

$$1 + 1 = 2$$



Arithmetic



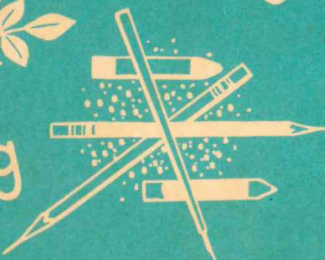
Reading



Reading



Spelling



$$3 + 2 = 5$$

Spelling



$$3 + 2 = 5$$



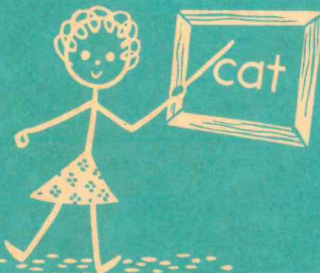
Writing



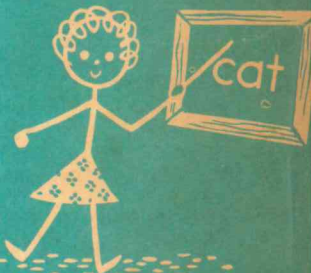
Writing



$$2 + 2 = 4$$



$$2 + 2 = 4$$



$$1 + 1 = 2$$



Arithmetic

$$1 + 1 = 2$$



Arithmetic



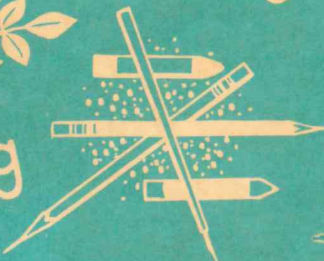
Reading



Reading



Spelling



$$3 + 2 = 5$$

Spelling



$$3 + 2 = 5$$



Writing



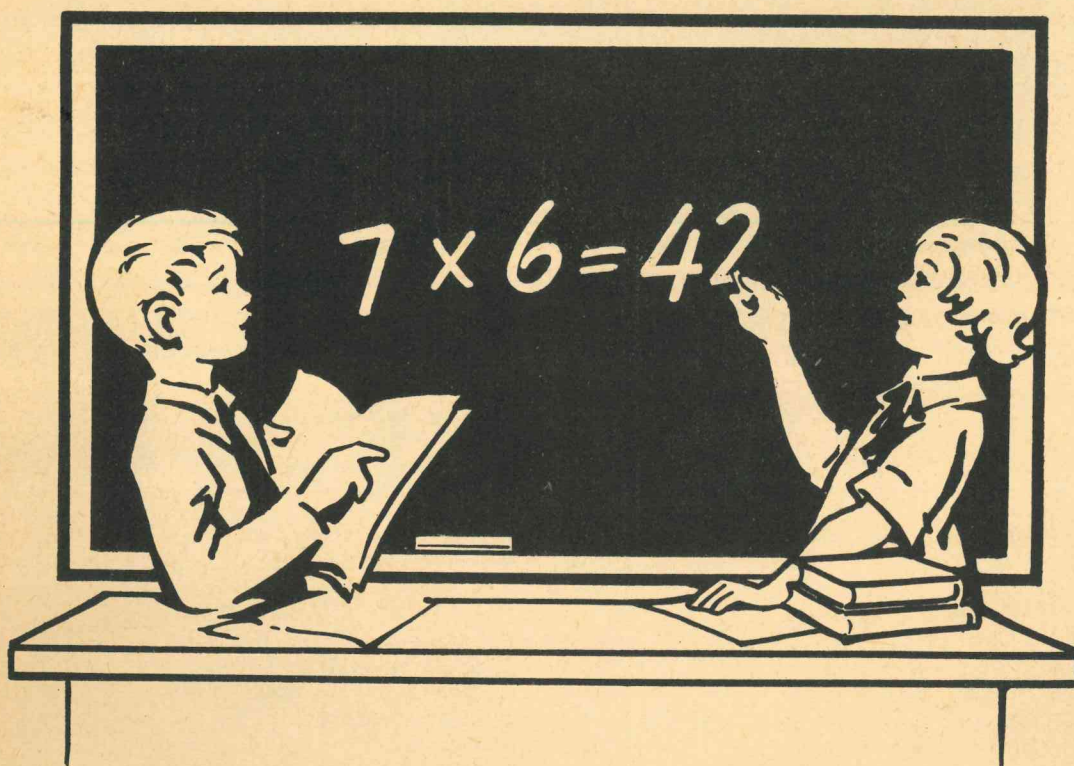
Writing



GRADE 2

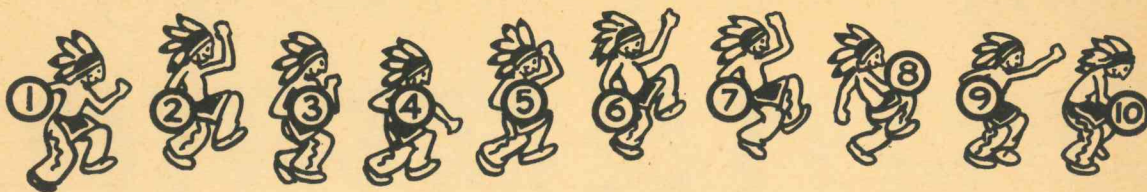
The Practice Workbook of **ARITHMETIC**

Prepared by an outstanding group of teachers
under the supervision of the Educational Board
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Note to Parents and Teachers

The Practice Workbook of Arithmetic, Grades 1 and 2, will introduce the young child to the orderly world of numbers in a way that is calculated to be most interesting and meaningful for him. Familiar and common objects, such as blocks, balls, beads, paper cups, etc., are pictured — and with a supply of such items nearby, the child may have an opportunity to handle these things and place them in various groups physically. Children learn through experience in using the number-ideas that they have discovered and verified.

Meanings of number-forms or units of measure are best clarified for the child by activities in which he observes, manipulates, constructs, counts, groups, measures and compares. Number-work should not exist as a separate abstract subject. Make the arithmetic work a happy experience rather than a memorization of abstract facts. The lessons suggest many simple objects and devices for a child to handle. First develop meaningful practice in challenging situations. Then check the child's achievement in grasping the meanings and his ability to use arithmetic with the aid of these lessons.

Since large-size manuscript writing is used almost exclusively in the primary grades today, sufficient space has been provided for the child to write in the book in the same style and size as that used in classroom work.

Suggestions on how to develop the lessons and provide meaningful situations before the child undertakes the exercises will be found in footnotes at the bottom of the pages.

Achievement Tests will be found at the end of each unit to check the child's comprehension of the subject matter. They are useful in determining individual weaknesses for which additional practice is usually required.

REVIEW

Number of Examples..... 13
Number right.....

INVENTORY TEST

A. Count by 10's to 100.

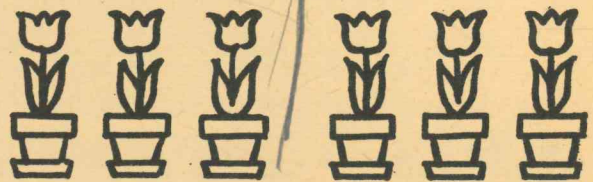
10	20	30	40	50
60	70	80	90	100

Draw a line dividing these groups in half.

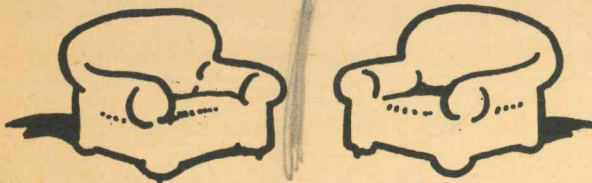
B.



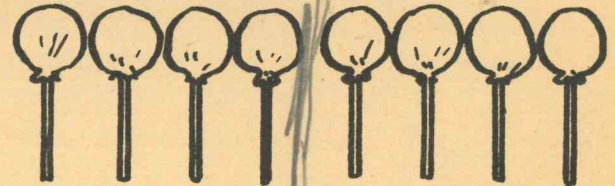
C.



D.



E.



F. Add

4

3

2

1

+1

+2

+3

+4

5

5

5

5

5

5

5

5

G. Subtract

4

4

5

5

-1

-3

-1

-3

3

1

4

2

3

1

4

2

REVIEW

Number of Examples.....17
Number right.....

INVENTORY TEST

A. Two addition facts and two subtraction facts about 6.

5	1	6	6
+1	+5	-1	-5
6	6	5	1

B. One addition fact and one subtraction fact about doubles.



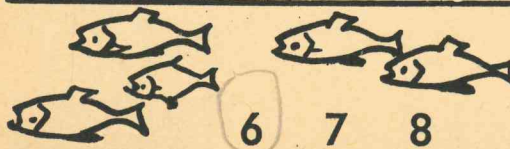

1	2	4	3	6
+1	+2	-2	+3	-3
2	4	2	6	3

C. Two addition facts and two subtraction facts about 7.

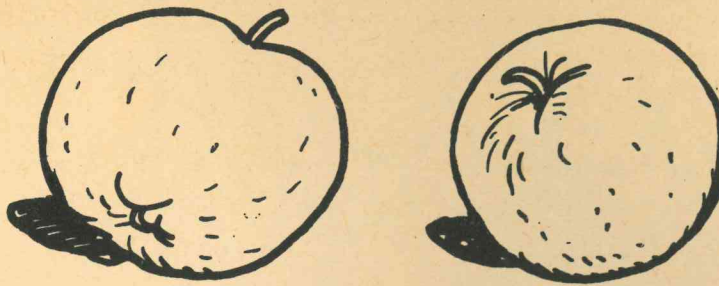
6	1	7	7
+1	+6	-6	-1
7	7	1	6

D. Put O around the number that tells how many in each box.

Color the pictures.

 3 4 5	 6 7 8
 6 7 8	 6 7 8

SIGNS IN ADDITION



When you have 1 apple and 1 apple you have 2 apples.

1 apple and 1 apple are 2 apples.

We can write it like this:

1 apple + 1 apple = 2 apples.

The sign + means and.

The sign = means are.

We read it:

1 apple ⁺ and 1 apple ⁼ are 2 apples.

We can write $1 + 1 = 2$ or 1

$$\begin{array}{r} +1 \\ \hline 2 \end{array}$$

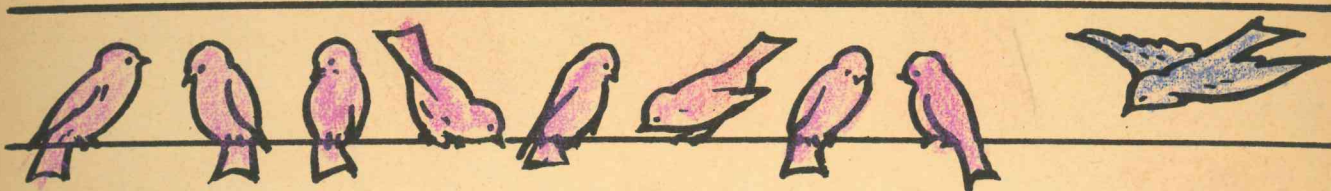
We still read it like this:

One and one are two.

Using the signs, how would you write:

1 and 2 are 3. $1 + 2 = 3$

ADDING 1 TO A NUMBER



Color 8 birds red

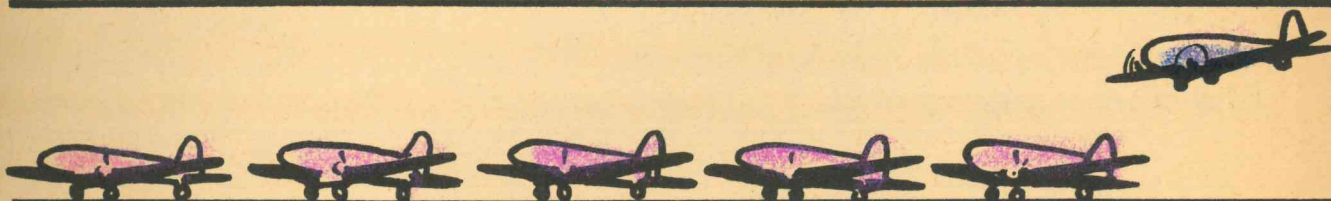
Color 1 bird blue.

8 birds and 1 bird are 9 birds.

$$8 + 1 = \dots 9 \dots$$

1 bird and 8 birds are 9 birds.

$$1 + 8 = \dots 9 \dots$$



Color 5 airplanes red.

Color 1 airplane blue.

5 airplanes and 1 airplane are $\dots 6 \dots$ airplanes.

$$5 + 1 = \dots 6 \dots$$

1 airplane and 5 airplanes are $\dots 6 \dots$ airplanes.

$$1 + 5 = \dots 6 \dots$$

Write the number story for these 6 black balls and 1 white ball.



$$6 + 1 = 7$$



AUTUMN

NINE



Color 8 leaves red.

Color 1 leaf green.

8 leaves and 1 leaf are ...9....leaves.

1 leaf and 8 leaves are ...9....leaves.

$$8 + 1 =$$

---9---

8

1

+1

+8

$$1 + 8 =$$

---9---

---9---

---9---

Review:

7

8

+1

-1

---8---

---7---

Subtraction:

9

9

-1

-8

---8---

---1---

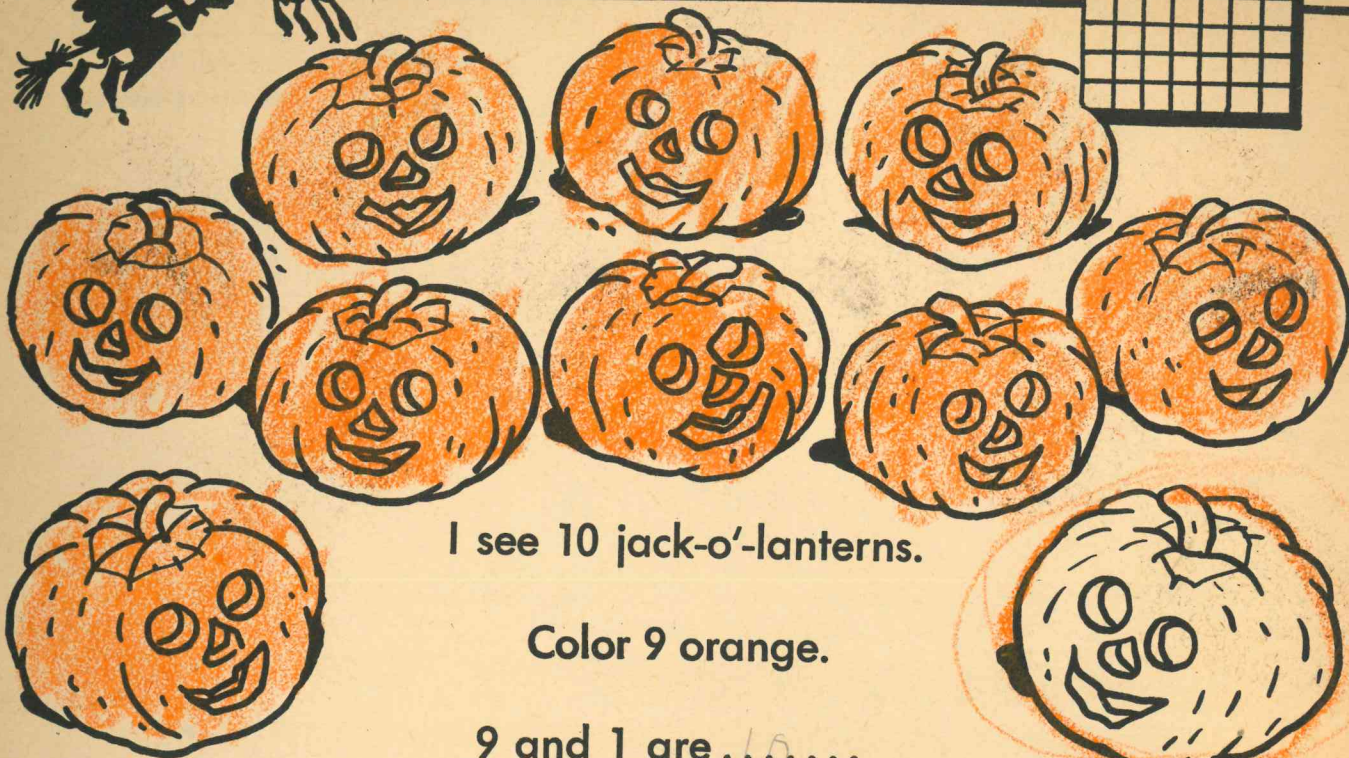
Teacher: Have the pupils bring in colorful autumn leaves and build the lesson around them. Develop other combinations: $2+7$, $7+2$, $4+5$, etc.

$2+7=9$ $7+2=9$ $4+5=9$



HALLOWEEN

TEN



I see 10 jack-o'-lanterns.

Color 9 orange.

9 and 1 are ...10...

1 and 9 are ...10...

$$9 + 1 =$$

$$\begin{array}{r} 10 \\ \hline \end{array}$$

9

1

+1

+9

$$1 + 9 =$$

$$\begin{array}{r} 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \hline \end{array}$$

Review:

6

9

+3

-1

9

8

Subtraction:

10

10

-1

-9

9

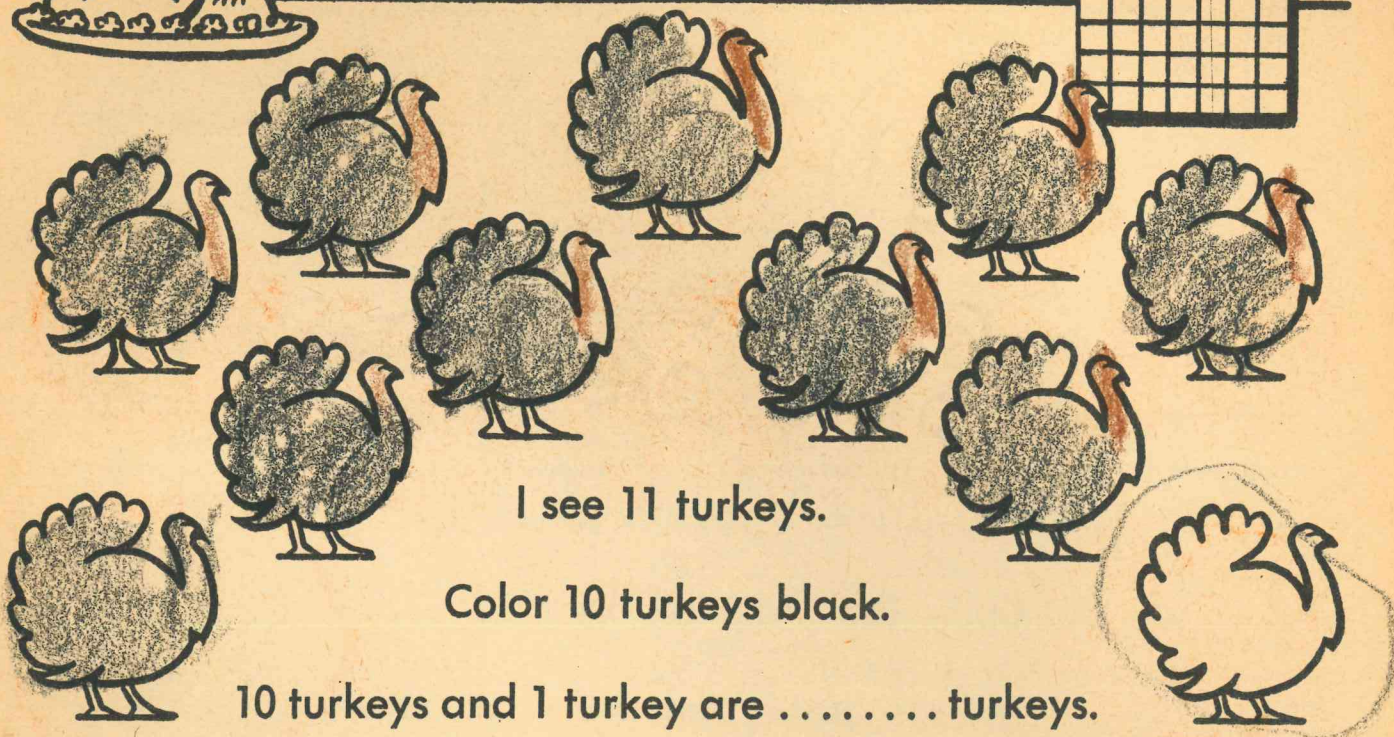
1

Teacher: Have pupils make paper jack-o'-lanterns. Hang up the 10 best for this lesson.



THANKSGIVING

ELEVEN



I see 11 turkeys.

Color 10 turkeys black.

10 turkeys and 1 turkey are turkeys.

1 turkey and 10 turkeys are turkeys.

$$10 + 1 =$$

11

10

+1

1

+10

$$1 + 10 =$$

11

11

11

Review:

5

10

+5

-1

10

9

Subtraction:

11

11

-1

-10

10

1

Teacher: Small turkey pictures, or seals, to use with this lesson can be obtained at any stationery store for a few cents.



CHRISTMAS

TWELVE



I see 12 Santa Clauses.



Color the hats red on 11 of them.

11 hats and 1 hat arehats.

1 hat and 11 hats arehats.



$$11 + 1 =$$

10

11

+1

10

1

+11

10

$$1 + 11 =$$

10

10

10

Review:

8

10

+3

+1

11

11

Subtraction:

12

12

-1

-11

11

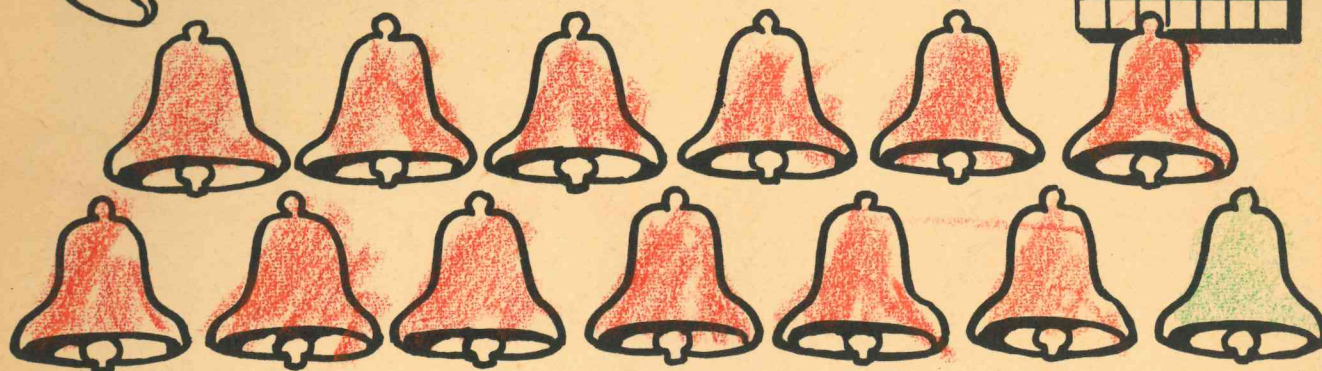
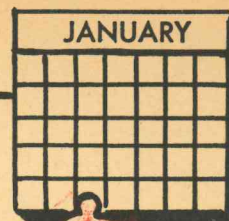
1

Teacher: At Christmas time you can obtain small Santa Claus seals at any stationery store or the pupils can make these or Christmas trees or stars for this lesson.



NEW YEAR'S

THIRTEEN



I see 13 bells.

Color 12 bells red.

Color one bell green.

12 bells and 1 bell are 13... bells.

1 bell and 12 bells are 13... bells.

$$12 + 1 =$$

13

12

+1

1

+12

$$1 + 12 =$$

13

13

13

Review:

6

12

+6

-1

12

11

Subtraction: 13

13

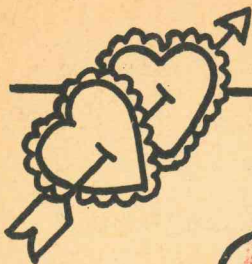
-1

-12

12

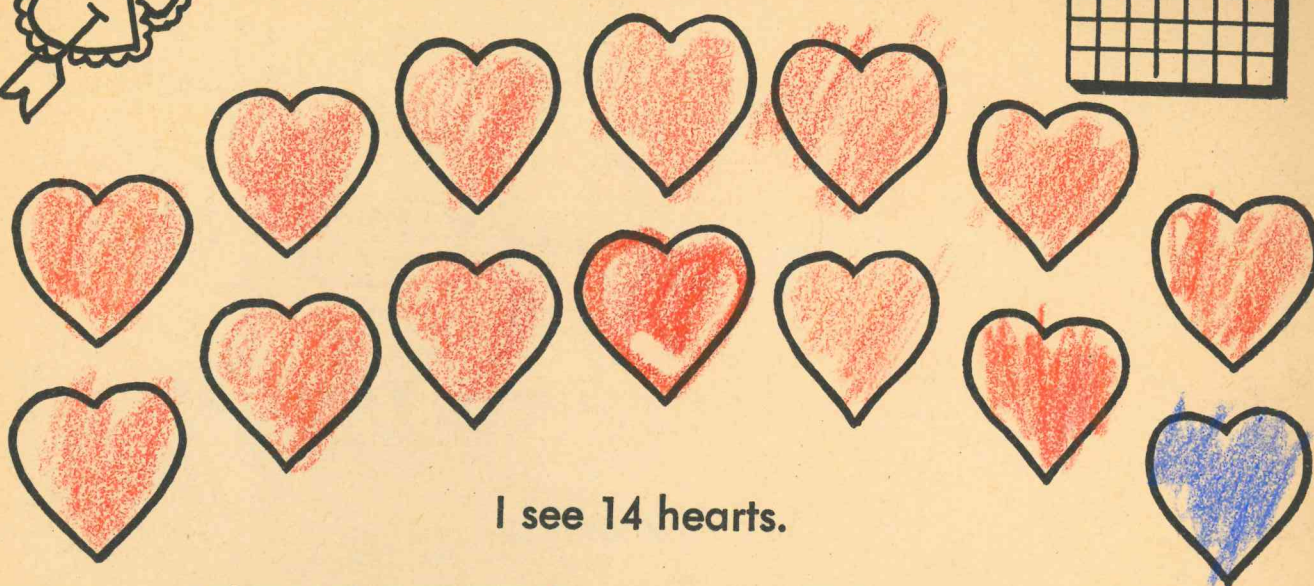
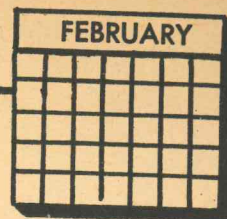
1

Teacher: Have the pupils draw and cut out paper bells. Hang up the 13 best for this lesson.



VALENTINE'S DAY

FOURTEEN



I see 14 hearts.

Color 13 hearts red.

Color 1 heart blue.

13 hearts and 1 heart are hearts.

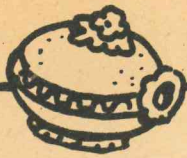
1 heart and 13 hearts are hearts.

$13 + 1 =$	13	1
$\underline{\quad 14 \quad}$	$\underline{+1}$	$\underline{+13}$
$1 + 13 =$	14	14
$\underline{\quad 14 \quad}$	$\underline{\quad 14 \quad}$	$\underline{\quad 14 \quad}$

Review:	6	13
	$+7$	-1
	$\underline{\quad 13 \quad}$	$\underline{\quad 12 \quad}$

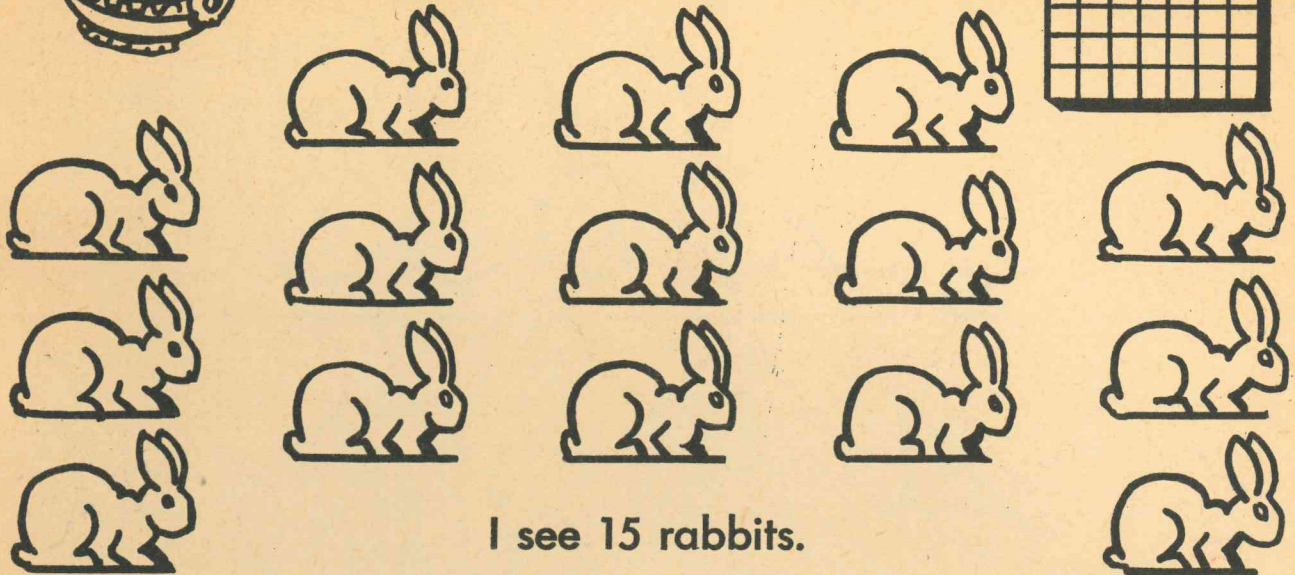
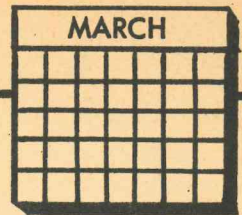
Subtraction:	14	14
	-1	-13
	$\underline{\quad 13 \quad}$	$\underline{\quad 1 \quad}$

Teacher: Have the pupils make paper hearts. Use the 14 best for this lesson.



EASTER

FIFTEEN



Color 14 rabbits brown.

Color 1 rabbit black.

14 rabbits and 1 rabbit are rabbits.

1 rabbit and 14 rabbits are rabbits.

$$14 + 1 =$$

15

14

1

+1

+14

$$1 + 14 =$$

15

15

15

Review:

7

14

+7

-1

14

13

Subtraction: 15

15

-1

-14

14

1

Teacher: Pictures of Easter rabbits or Easter eggs can be drawn and colored for use in developing this lesson.

COUNTING BY 2's

1	3	5	7	9	11	13	15	17	19
2	4	6	8	10	12	14	16	18	20

Write the numbers counting by 2's to 20.

2	4	6	8	10
12	14	16	18	20

Counting by 2's

Fill in the missing numbers.

2	4	6	8	10	12	14	15
---	---	---	---	----	----	----	----

Counting by 2's
what number comes after

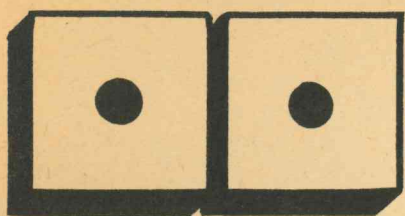
2	4
6	8 10
14	16

Counting by 2's
what number comes before

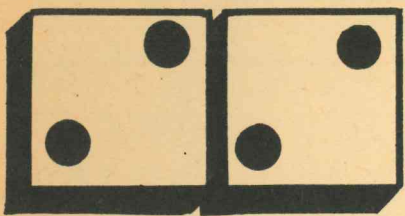
20	18
12	10
6	4

Teacher: Have the children march by 2's, giving each child a number. Dramatize counting by 2's.

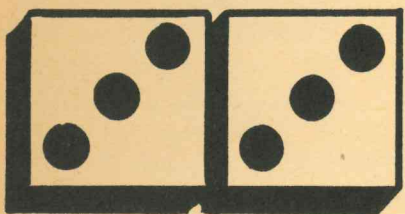
HALF OF DOUBLES



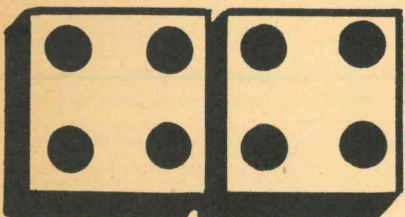
$$\frac{1}{2} \text{ of } 2 = 1$$



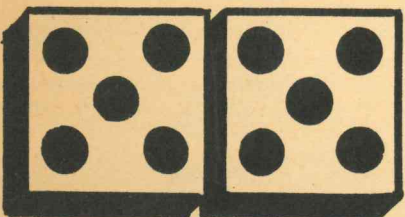
$$\frac{1}{2} \text{ of } 4 = 2$$



$$\frac{1}{2} \text{ of } 6 = 3$$

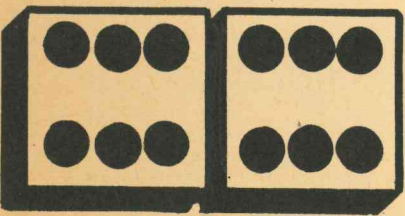


$$\frac{1}{2} \text{ of } 8 = 4$$



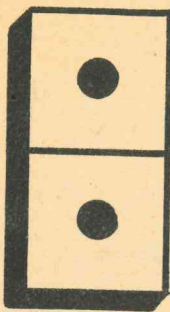
$$\frac{1}{2} \times 10 = 5$$

x means of or times.



$$\frac{1}{2} \times 12 = 6$$

MULTIPLICATION FACTS RELATED TO THE DOUBLES



2 dots

2 times 1 = 2

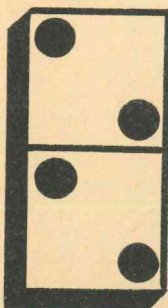
2 x 1 = ...2...

x means times.

1

x 2

2



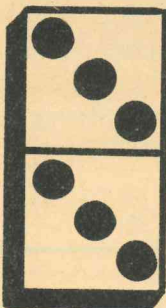
2 times 2 = ...4...

2 x 2 = ...4...

2

x 2

4



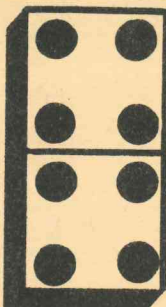
2 times 3 = ...6...

2 x 3 = ...6...

3

x 2

6



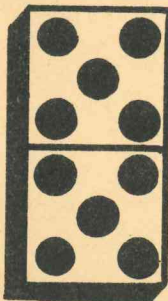
2 times 4 = ...8...

2 x 4 = ...8...

4

x 2

8



2 times 5 = ...10...

2 x 5 = ...10...

5

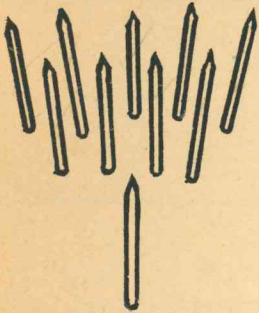
x 2

10

TEST

Number of Examples..... 5
Number right.....

ADDITION PROBLEMS



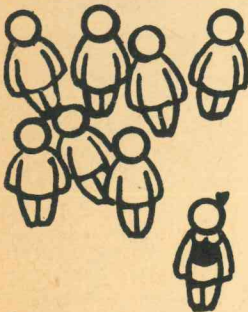
1.

Billy had 9 pencils.
Mother gave him 1 pencil.
How many did he have then?

9

+1

10



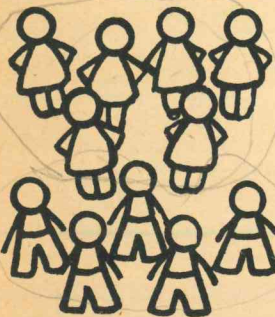
2.

Mary had 7 dolls.
Father gave her 1 doll.
How many did she have then?

7

+1

8



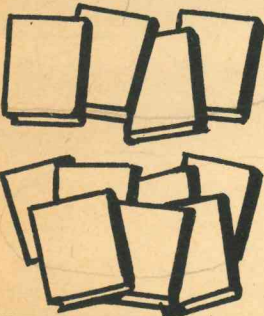
3.

There were 6 girls at the party.
There were 5 boys at the party.
How many children were there?

6

+5

11



4.

Tom has 4 books.
Ann has 7 books.
How many do they both have?

4

+7

11



5.

You have 5 fingers on one hand.
And 5 fingers on the other hand.
How many fingers do you have?

5

+5

10

Color the beads.

9



+1

9 beads and 1 bead are beads. $9 + 1 = \dots\dots\dots$

10



10

+5

10 beads and 5 beads are beads. $10 + 5 = \dots\dots\dots$

15



9

+2

9 beads and 2 beads are beads. $9 + 2 = \dots\dots\dots$

11



7

+5

7 beads and 5 beads are beads.

12

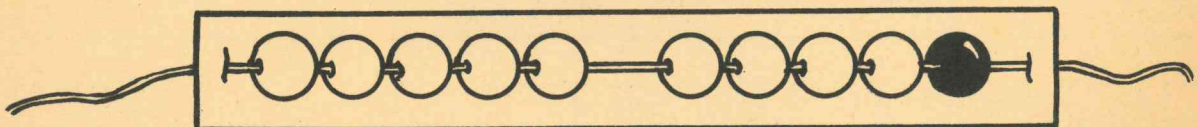


8

+6

8 beads and 6 beads are beads.

14



Teacher: A simple but effective *number frame* may be made by mounting a string of 10 large wooden beads on a piece of heavy cardboard by punching two small holes in it, as in the illustration above. Insert the ends of the string or wire holding the beads through the holes and tie the ends together at the back of the cardboard. Each pupil should make one of these *number frames* so that he can manipulate the beads to form various number combinations from 1 to 10.

10 AND HOW MANY?

Make as many more X's in each space as the numbers tell you.

X X X X X X
X X X X X

10 and 1 = 11

$$\begin{array}{r} 10 \\ + 1 \\ \hline 11 \end{array}$$

X X X X X X X X
X X X X X X X

10 and = 15

$$\begin{array}{r} 10 \\ + 5 \\ \hline 15 \end{array}$$

X X X X X X X
X X X X X X

10 and ...2... = 12

$$\begin{array}{r} 10 \\ + 2 \\ \hline 12 \end{array}$$

X X X X X X X X
X X X X X X X

10 and4.... = 14

$$\begin{array}{r} 10 \\ + 4 \\ \hline 14 \end{array}$$

X X X X X X
X X X X X

11 = 10 and1.....

$$\begin{array}{r} 10 \\ + 1 \\ \hline 11 \end{array}$$

X X X X X X X
X X X X X X

13 = 10 and3....

$$\begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$$

THE 'TEEN NUMBERS

13

14

15

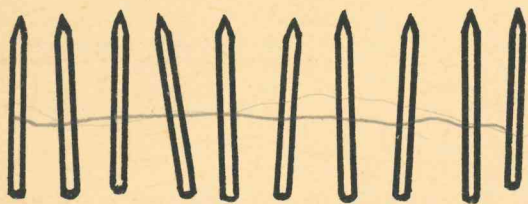
16

17

18

19

Take 10 pencils or toothpicks and put a rubber band around them.



10 pencils



=

10 pencils



and

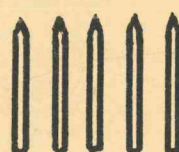


are

13



+



=

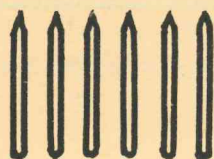
15

$$10 + 3 = \dots\dots\dots 13$$

$$10 + 5 = \dots\dots\dots 15$$



+



=

16



+

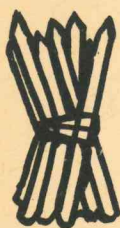


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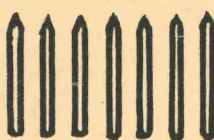
12

$$10 + 6 = \dots\dots\dots 16$$

$$10 + 2 = \dots\dots\dots 12$$



+

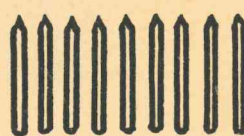


=

17



+



=

19

$$10 + 7 = \dots\dots\dots 17$$

$$10 + 9 = \dots\dots\dots 19$$

TEST

Number of Examples.....14
Number right.....

'Teen Numbers Formed by 10's and 1's.

A. $10 = 1$ ten and no ones.

B. $12 = \dots 1 \dots$ ten and $\dots 2 \dots$ ones.

C. $15 = \dots 1 \dots$ ten and $\dots 5 \dots$ ones.

D. $11 = \dots 1 \dots$ ten and $\dots 1 \dots$ one.

E. $13 = \dots 1 \dots$ ten and $\dots 3 \dots$ ones.

F. $17 = \dots 1 \dots$ ten and $\dots 7 \dots$ ones.

G. $14 = \dots 1 \dots$ ten and $\dots 4 \dots$ ones.

H. $16 = \dots 1 \dots$ ten and $\dots 6 \dots$ ones.

I. $19 = \dots 1 \dots$ ten and $\dots 9 \dots$ ones.

J. $20 = \dots 2 \dots$ tens and $\dots 0 \dots$ ones.

K. Add: 10

3

5

10

+ 1

+10

+10

+20

11

13

15

30

SUBTRACTION

Betty had 4 cakes.

Her mother took away 2 cakes.

We can put O around two cakes to show they are taken away.

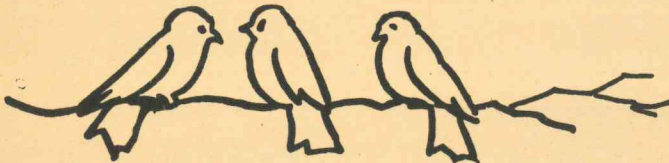
Betty had only2... cakes left.

We can write this using signs like this:

$$4 \text{ cakes} - 2 \text{ cakes} = 2 \text{ cakes} \quad \text{or} \quad 4 - 2 = 2$$

We read this 4 minus 2 are 2. The sign - minus means take away.

Write the number story for:



There were five birds.



Two flew away.

$$...3... \text{ birds} - ...1... \text{ birds} = ...2... \text{ birds.}$$



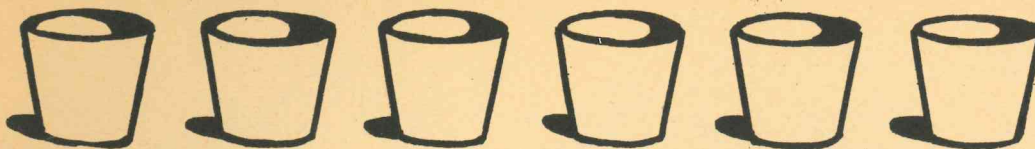
There were seven dogs.



Three ran away.

$$...4... \text{ dogs} - ...1... \text{ dogs} = ...3... \text{ dogs.}$$

RELATED ADDITION AND SUBTRACTION FACTS



Color 5 cups blue.

6 cups take away 1 cup leaves 5 cups.

6

$$\begin{array}{r} 6 \\ - 1 \\ \hline 5 \end{array}$$

$$6 - 1 = \dots 5 \dots$$



Color 1 cup blue.

6 cups take away 5 cups leaves cup.

6

$$\begin{array}{r} 6 \\ - 5 \\ \hline 1 \end{array}$$

$$6 - 5 = \dots 1 \dots$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 6 \\ - 1 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 6 \\ - 5 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline 7 \end{array}$$

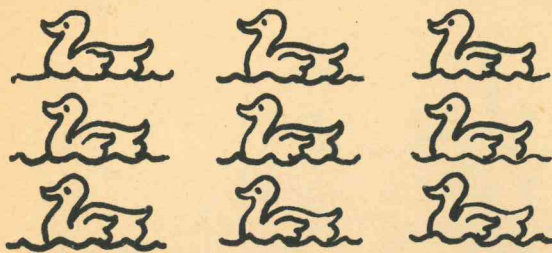
$$\begin{array}{r} 7 \\ + 1 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ - 7 \\ \hline 1 \end{array}$$


$$\begin{array}{r} 1 \\ + 7 \\ \hline 8 \end{array}$$

Teacher: Dramatize this lesson with actual paper cups so that the lesson may be more meaningful.

ADDING 1 TO A NUMBER



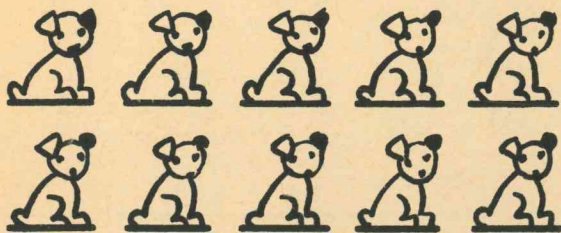
9

and  are ducks


+ 1

10

$$9 + 1 = \dots\dots\dots$$



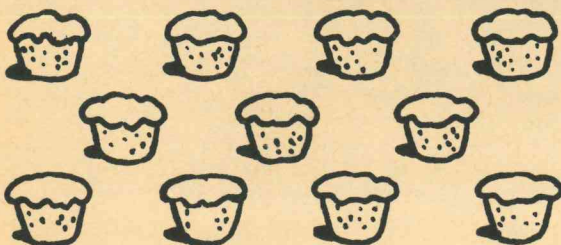
10

and  are dogs


+ 1

11

$$10 + 1 = \dots\dots\dots$$



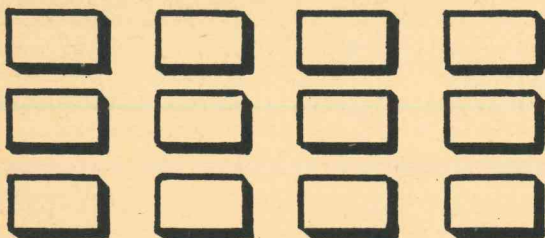
11

and  are cakes


+ 1

12

$$11 + 1 = \dots\dots\dots$$



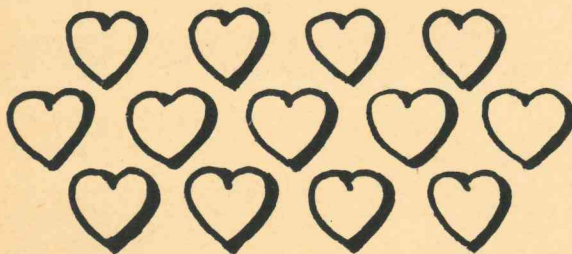
12

and  are blocks


+ 1

13

$$12 + 1 = \dots\dots\dots$$



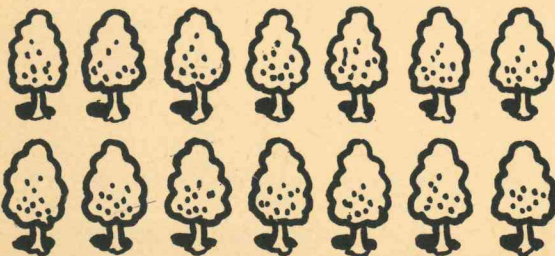
13

and  are hearts


+ 1

14

$$13 + 1 = \dots\dots\dots$$



14

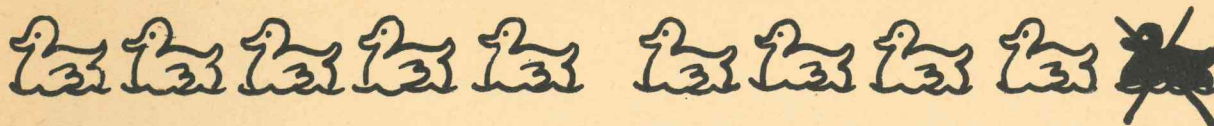
and  are trees

+ 1

15

$$14 + 1 = \dots\dots\dots$$

TAKE AWAY ONE



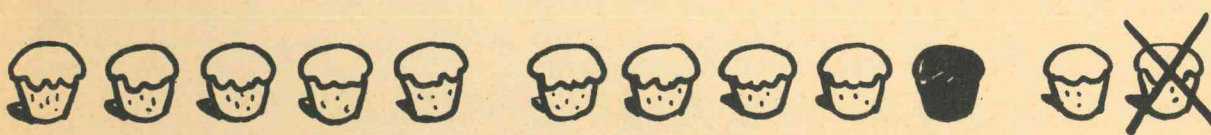
$$\begin{array}{r} 10 \\ - 1 \\ \hline 9 \end{array}$$

10 ducks take away 1 duck = ...9... ducks $10 - 1 = \dots 9 \dots$



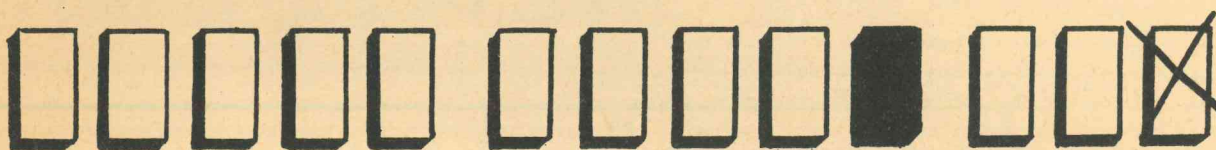
$$\begin{array}{r} 11 \\ - 1 \\ \hline 10 \end{array}$$

11 dogs take away 1 dog = ...10... dogs $11 - 1 = \dots 10 \dots$



$$\begin{array}{r} 12 \\ - 1 \\ \hline 11 \end{array}$$

12 cakes take away 1 cake = ...11... cakes $12 - 1 = \dots 11 \dots$



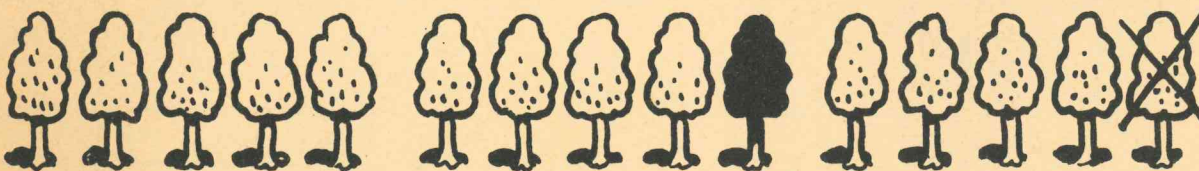
$$\begin{array}{r} 13 \\ - 1 \\ \hline 12 \end{array}$$

13 blocks take away 1 block = ...12... blocks $13 - 1 = \dots 12 \dots$



$$\begin{array}{r} 14 \\ - 1 \\ \hline 13 \end{array}$$

14 hearts take away 1 heart = ...13... hearts $14 - 1 = \dots 13 \dots$

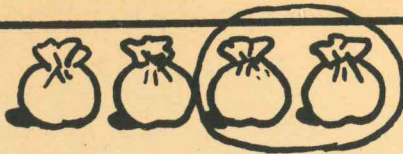


$$\begin{array}{r} 15 \\ - 1 \\ \hline 14 \end{array}$$

15 trees take away 1 tree = ...14... trees $15 - 1 = \dots 14 \dots$

SUBTRACTING 2's FROM A NUMBER

Color the bags to tell these number stories.

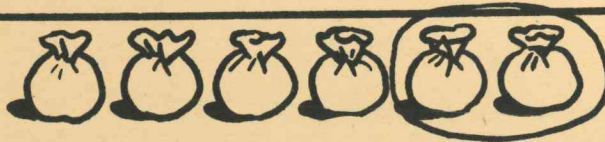


4

$$\begin{array}{r} - 2 \\ 4 \\ \hline 2 \end{array}$$

4 bags take away 2 bags leaves ...2... bags

$$4 - 2 = \dots 2 \dots$$

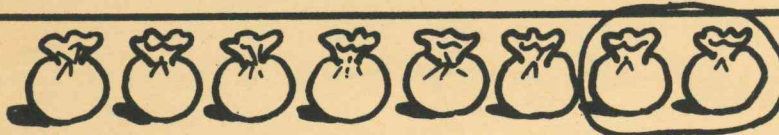


6

$$\begin{array}{r} - 2 \\ 6 \\ \hline 4 \end{array}$$

6 bags take away 2 bags leaves ...4... bags

$$6 - 2 = \dots 4 \dots$$

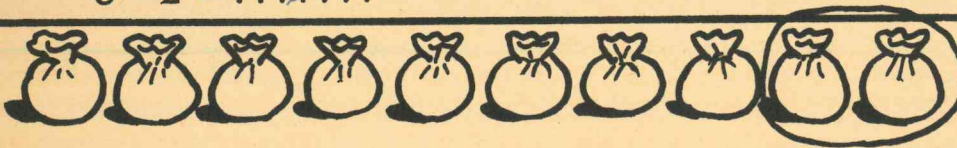


8

$$\begin{array}{r} - 2 \\ 8 \\ \hline 6 \end{array}$$

8 bags take away 2 bags leaves ...6... bags

$$8 - 2 = \dots 6 \dots$$

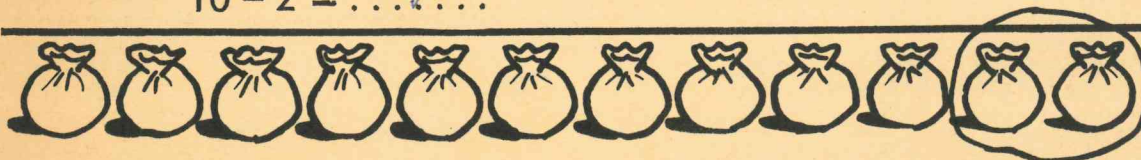


10

$$\begin{array}{r} - 2 \\ 10 \\ \hline 8 \end{array}$$

10 bags take away 2 bags leaves ...8... bags

$$10 - 2 = \dots 8 \dots$$



12

$$\begin{array}{r} - 2 \\ 12 \\ \hline 10 \end{array}$$

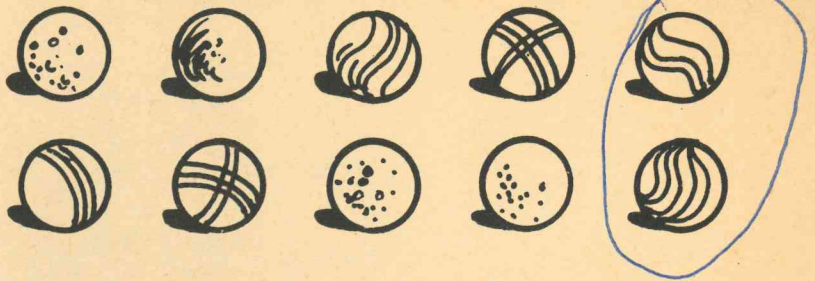
12 bags take away 2 bags leaves ...10... bags

$$12 - 2 = \dots 10 \dots$$

Fill in the missing numbers, counting by 2's.

2	4	6	8	10	12	14
---	---	---	---	----	----	----

SUBTRACTION PROBLEMS



Tom had 10 marbles.

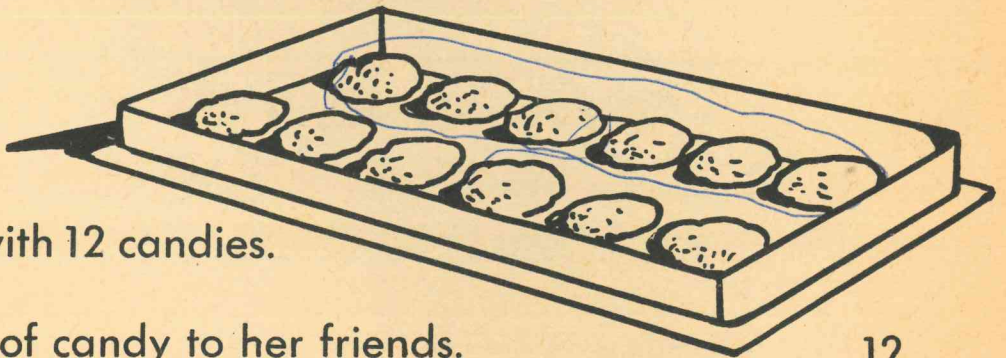
He gave 2 to his friend.

10

Put O around 2 marbles to show they have been taken away.

$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$

Tom had8... marbles left.



Mary had a box with 12 candies.

She gave 6 pieces of candy to her friends.

12

Put O around 6 pieces of candy to show they have been taken away.

$$\begin{array}{r} 12 \\ - 6 \\ \hline 6 \end{array}$$

How many pieces of candy did Mary have left? ..6....



Jack had 15 cents.

He spent 5 cents at the store.

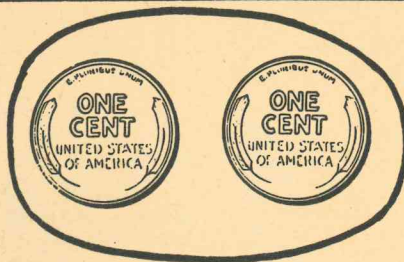
15

Put O around 5 cents to show they have been taken away.

$$\begin{array}{r} 15 \\ - 5 \\ \hline 10 \end{array}$$

How much did Jack have left? ..10...

SUBTRACTION PROBLEMS

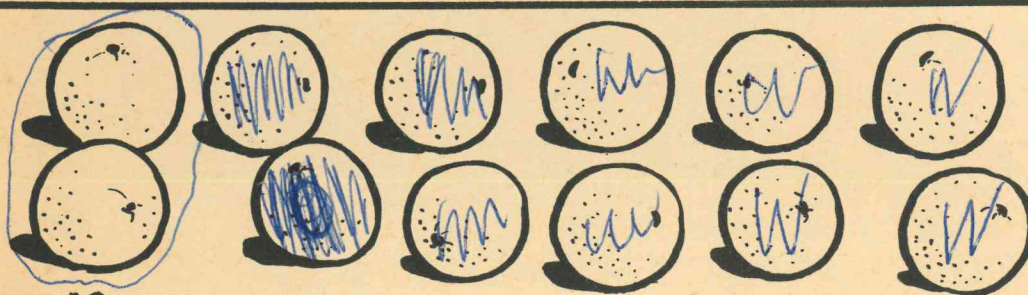


5

5 cents take away 2 cents is 3 cents.

$$\begin{array}{r} 5 \\ - 2 \\ \hline 3 \end{array}$$

$$5 - 2 = \dots 3 \dots$$



12

I see 12 oranges.

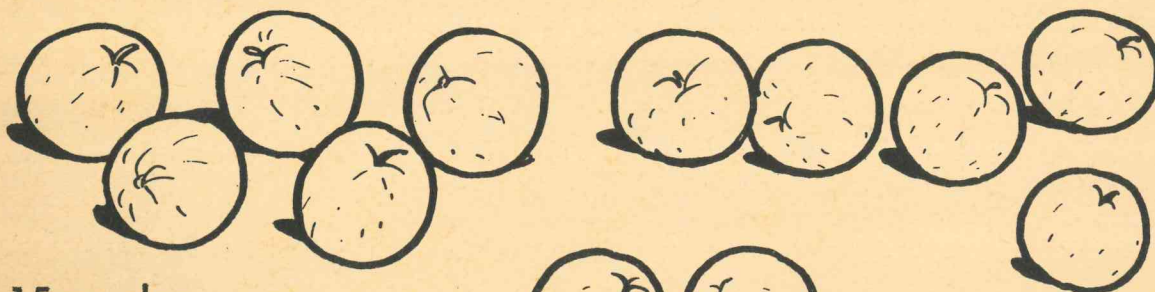
$$\begin{array}{r} 12 \\ - 2 \\ \hline 10 \end{array}$$

Put O around 2 oranges to show that they are taken away.

Color the 10 oranges that are left.

12 oranges take away 2 oranges is 10 oranges.

$$12 - 2 = \dots 10 \dots$$



I see 15 apples.

Take away 5 apples.

Color red the 10 apples that are left.

15

$$15 - 5 = \dots 10 \dots$$

$$\begin{array}{r} 15 \\ - 5 \\ \hline 10 \end{array}$$

TEST
SUBTRACTION

Number of Examples.....20

Number right.....

A.	2	3	4	5
	$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$

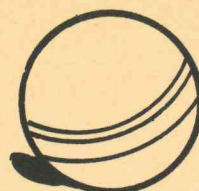
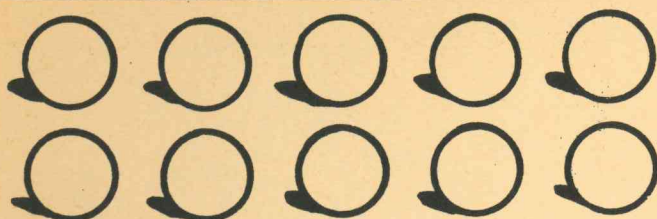
B.	3	5	8	6
	$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$

C.	7	5	8	10
	$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$

D.	12	14	14	15
	$\begin{array}{r} 12 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 4 \\ \hline \end{array}$

E.	14	15	13	13
	$\begin{array}{r} 14 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$

NUMBER STORIES



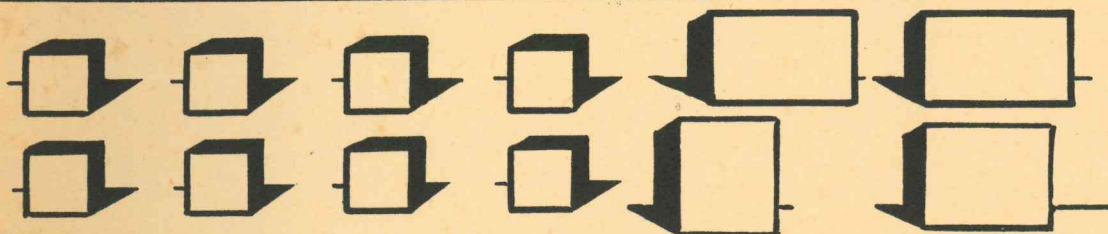
10

+ 1

10 little balls and 1 big ball are balls.

Color the little balls red.

Color the big ball blue.



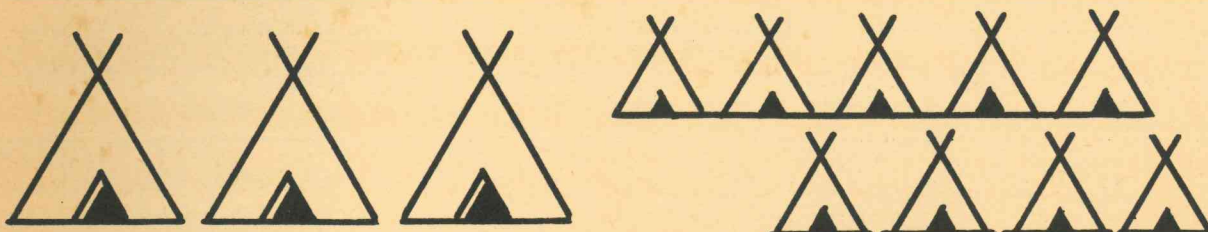
8

+ 4

8 little blocks and 4 bigger blocks are blocks.

Color the little blocks red.

Color the big blocks green.



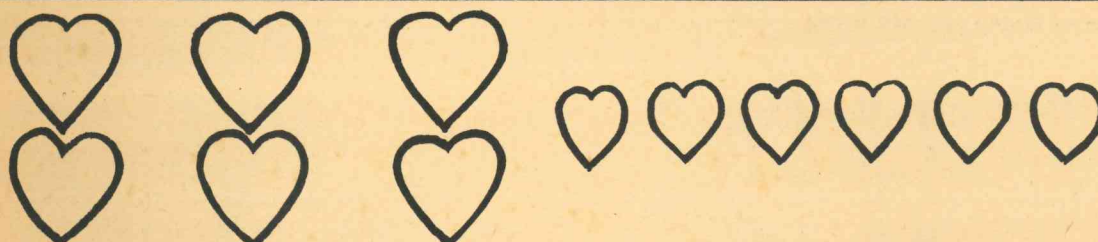
3

+ 9

3 big tents and 9 little tents are tents.

Color the big tents brown.

Color the little tents red.



6

+ 6

6 big hearts and 6 little hearts are hearts.

Color the big hearts red.

Color the little hearts blue.



7

+ 8

7 big hats and 8 little hats are hats.

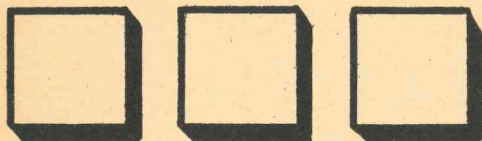
Color the big hats purple.

Color the little hats green.

NUMBER STORIES

Color the 3 squares red. Draw more squares to make 7 squares.

3

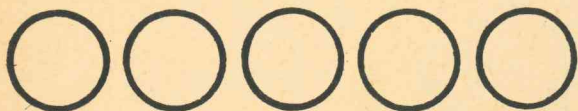


$$\begin{array}{r} + \\ 7 \end{array}$$

3 squares and squares are 7 squares. $3 + \dots = 7$

Color the 5 circles blue. Draw more circles to make 11 circles.

5

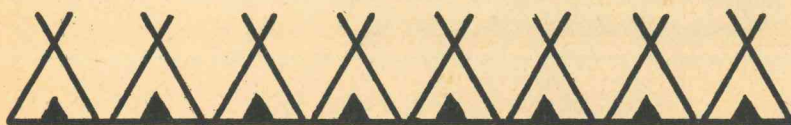


$$\begin{array}{r} + \\ 11 \end{array}$$

5 circles and circles are 11 circles. $5 + \dots = 11$

Color the tents brown. Draw more tents to make 12 tents.

8

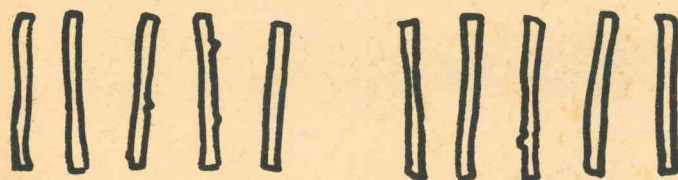


$$\begin{array}{r} + \\ 12 \end{array}$$

8 tents and tents are 12 tents. $8 + \dots = 12$

Draw more sticks to make 15 sticks.

10

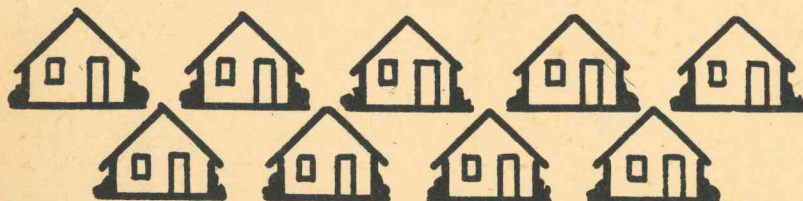


$$\begin{array}{r} + \\ 15 \end{array}$$

10 sticks and sticks are 15 sticks. $10 + \dots = 15$

Color the houses green. Draw more houses to make 13 houses.

9



$$\begin{array}{r} + \\ 13 \end{array}$$

9 houses and houses are 13 houses. $9 + \dots = 13$

Draw enough beads on each string to make the right number.

Answer the problems.

Color the beads.

$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ + 3 \\ \hline 13 \end{array}$	$\begin{array}{r} 9 \\ + 1 \\ \hline 10 \end{array}$	$\begin{array}{r} 11 \\ + 3 \\ \hline 14 \end{array}$	$\begin{array}{r} 7 \\ + 4 \\ \hline 11 \end{array}$	$\begin{array}{r} 10 \\ + 5 \\ \hline 15 \end{array}$
--	---	--	---	--	---

Teacher: Have the children string beads to make this lesson more meaningful. For every fifth bead use a different color bead for ease in counting.

ADDITION OF LARGE NUMBERS

A.

Add:

$$\begin{array}{r} 11 \\ +12 \\ \hline 23 \end{array}$$

First add the right column.

Put 3 under that column below the line.

Then add the left column.

Put 2 under that column below the line.

The answer is 23.

B. Add:

$$\begin{array}{r} 12 \\ +11 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 11 \\ +13 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 13 \\ +11 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 15 \\ +11 \\ \hline 26 \end{array}$$

C. Add:

$$\begin{array}{r} 11 \\ +11 \\ \hline 22 \end{array}$$

$$\begin{array}{r} 11 \\ +14 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 14 \\ +11 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 12 \\ +12 \\ \hline 24 \end{array}$$

D. Add:

$$\begin{array}{r} 11 \\ +12 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 11 \\ +15 \\ \hline 26 \end{array}$$

$$\begin{array}{r} 13 \\ +13 \\ \hline 26 \end{array}$$

$$\begin{array}{r} 12 \\ +14 \\ \hline 26 \end{array}$$

Teacher: Develop the word "column". Be sure that the pupils realize that the right column is the ones' row, and should be added first before the tens'.

SUBTRACTION OF LARGE NUMBERS

A.

Subtract

$$\begin{array}{r} 34 \\ -11 \\ \hline 23 \end{array}$$

In subtraction, the same as in addition,
start with the right column.

4 take away 1 leaves 3.

Write 3 under the column below the line.

Now take the left column.

3 take away 1 leaves 2.

Write 2 under the column below the line.

The answer is 23.

B.

$$\begin{array}{r} 22 \\ -11 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 23 \\ -11 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 32 \\ -11 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 43 \\ -11 \\ \hline 32 \end{array}$$

C.

$$\begin{array}{r} 24 \\ -12 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 29 \\ -13 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 25 \\ -12 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 27 \\ -14 \\ \hline 13 \end{array}$$

D.

$$\begin{array}{r} 34 \\ -12 \\ \hline 22 \end{array}$$

$$\begin{array}{r} 45 \\ -23 \\ \hline 22 \end{array}$$

$$\begin{array}{r} 62 \\ -41 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 75 \\ -34 \\ \hline 41 \end{array}$$

E.

$$\begin{array}{r} 56 \\ -23 \\ \hline 33 \end{array}$$

$$\begin{array}{r} 69 \\ -25 \\ \hline 44 \end{array}$$

$$\begin{array}{r} 87 \\ -34 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 78 \\ -26 \\ \hline 52 \end{array}$$

TEST

Number of Examples.....16

Number right.....

WORKING WITH LARGE NUMBERS

A. Fill in the missing numbers, counting by 5's.

5	10			25					50
---	----	--	--	----	--	--	--	--	----

B. Fill in the missing numbers, counting by 10's.

10	20			50					100
----	----	--	--	----	--	--	--	--	-----

C. Put O around the largest number on each line.

1	5	2	20	8	16	19	13
79	91	90	82	73	25	52	34

D.

14 has ten and ones.

23 has tens and ones.

57 has tens and ones.

100 has tens and ones.

E.

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ + 25 \\ \hline \end{array}$$

F.

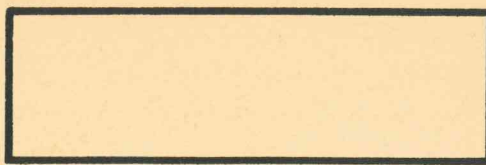
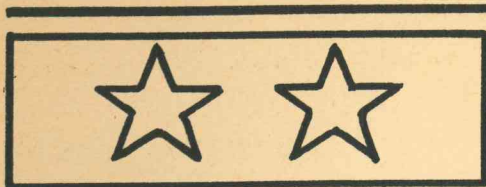
$$\begin{array}{r} 23 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ - 14 \\ \hline \end{array}$$

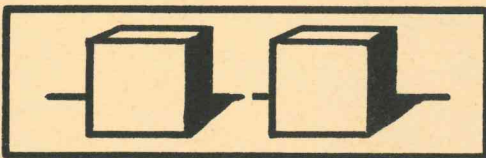
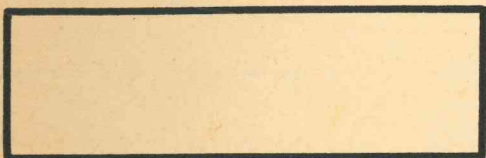
$$\begin{array}{r} 24 \\ - 13 \\ \hline \end{array}$$

ZERO IN ADDITION



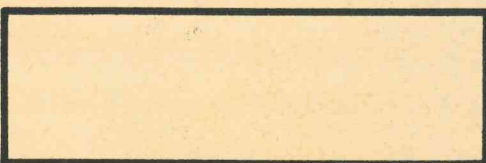
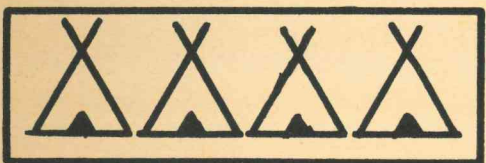
$$\begin{array}{r} 2 \\ +0 \\ \hline 2 \end{array}$$

2 stars and no stars are 2 stars.
 $2 + 0 = 2$



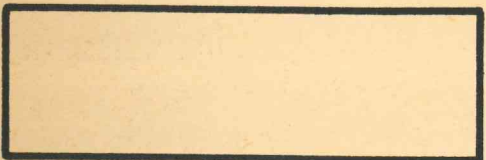
$$\begin{array}{r} 0 \\ +2 \\ \hline \end{array}$$

No blocks and 2 blocks are blocks.
 $0 + 2 = \dots\dots\dots$



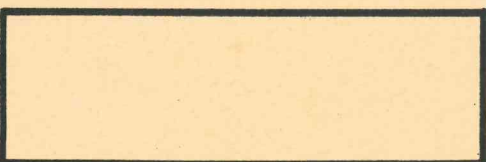
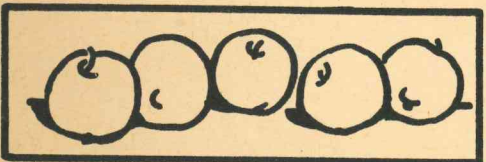
$$\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$$

4 tepees and no tepees are tepees.
 $4 + 0 = \dots\dots\dots$



$$\begin{array}{r} 0 \\ +3 \\ \hline \end{array}$$

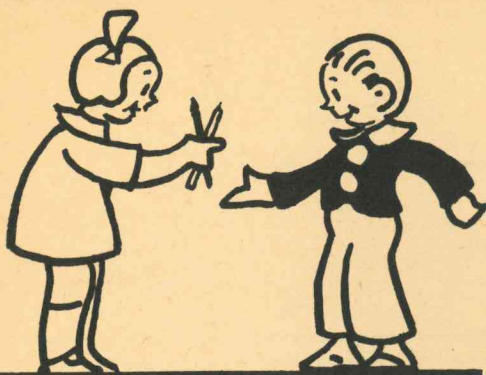
No houses and 3 houses are houses.
 $0 + 3 = \dots\dots\dots$



$$\begin{array}{r} 5 \\ +0 \\ \hline \end{array}$$

5 apples and no apples are apples.
 $5 + 0 = \dots\dots\dots$

ZERO IN SUBTRACTION



Helen had 2 pencils.

She gave the 2 pencils to Bill.

Helen had no pencils left.

$$\begin{array}{r} 2 \\ -2 \\ \hline 0 \end{array}$$

$2 - 2 = 0$ 0 is called zero.



Mary had 1 ice cream cone.

She ate it up.

There was nothing left.

$$\begin{array}{r} 1 \\ -1 \\ \hline 0 \end{array}$$

$1 - 1 = 0$



Jack had 3 marbles.

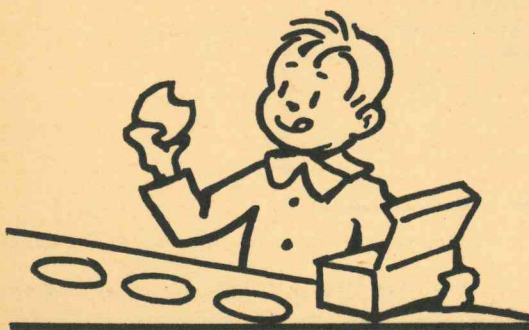
He lost the marbles.

Jack has no marbles now.

$$\begin{array}{r} 3 \\ -3 \\ \hline \end{array}$$

$3 - 3 = 0$

.....



Tom had 4 cookies.

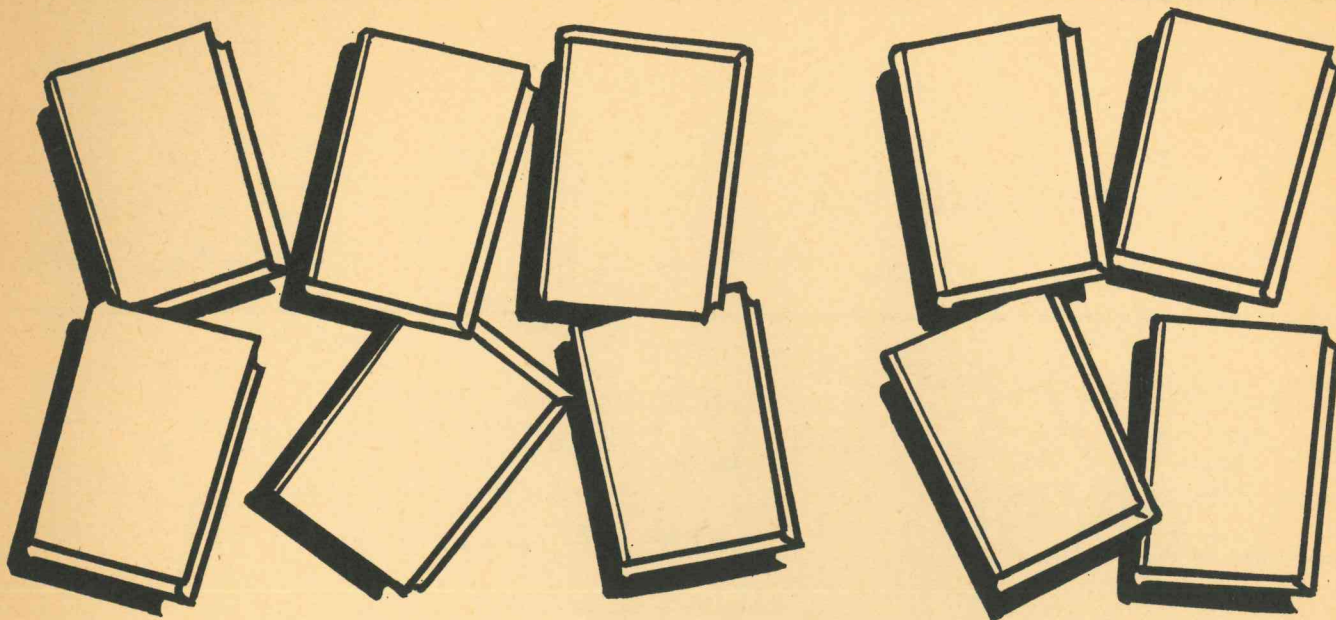
He ate them up.

There were none left.

$$\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$$

$4 - 4 = 0$

.....



6 books and 4 books are books.

$$6 + 4 = \dots\dots\dots$$

$$4 + 6 = \dots\dots\dots$$

10 books take away 4 books are books.

$$10 - 4 = \dots\dots\dots$$

$$10 - 6 = \dots\dots\dots$$

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

Teacher: Tell the pupils that there are four facts, two addition and two subtraction facts, for all numbers except the doubles.

ZERO AS A PLACE HOLDER




10 apples

I see 10 apples.

Color the apples red.

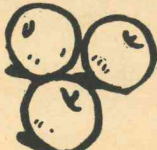


and  are apples.

$$10 + 1 = \dots\dots\dots$$

$$\begin{array}{r} 10 \\ + 1 \\ \hline 11 \end{array}$$

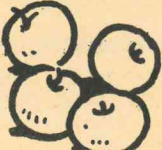


and  are apples.

$$10 + 3 = \dots\dots\dots$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

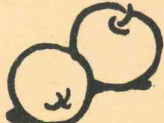


and  are apples.

$$10 + 4 = \dots\dots\dots$$

$$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$



and  are apples.

$$10 + 2 = \dots\dots\dots$$

$$\begin{array}{r} 10 \\ + 2 \\ \hline \end{array}$$

Teacher: Call pupil's attention to the fact that the 0 in 10 is used to hold the unit's place so that the 1 is in the 10's column.

ADDITION

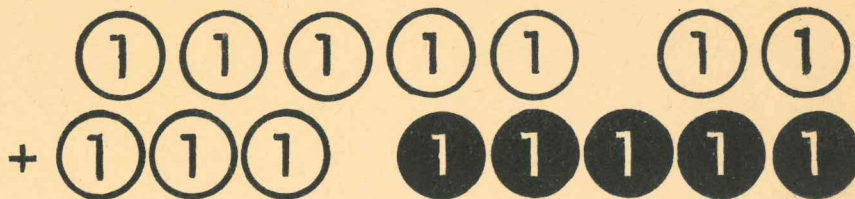
A.

7 = 7 ones.

+8 = 8 ones.

15 = 1 ten and 5 ones.

We say fifteen.



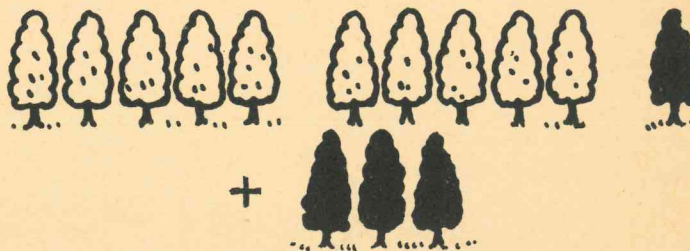
B.

11 = 1 ten and 1 one.

+ 3 = 3 ones.

14 = 1 ten and 4 ones.

We say fourteen.



C. The short way.

$$\begin{array}{r} 12 \\ + 1 \\ \hline 13 \end{array}$$

You can see that there is a 2 and a 1 in the ones' column at the right.

2 and 1 are 3.

You can see that there is a 1 (ten) in the tens' column at the left.

So you write 1 in the tens' column below the line.

The answer is 13.

D. Add:

$$\begin{array}{r} 11 \\ + 1 \\ \hline \end{array}$$

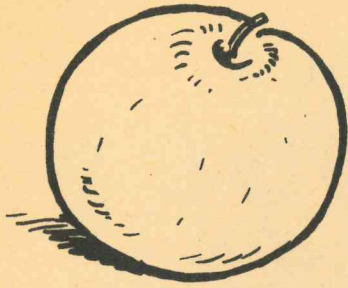
$$\begin{array}{r} 12 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 1 \\ \hline \end{array}$$

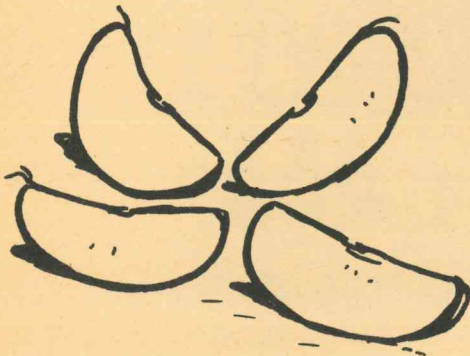
$$\begin{array}{r} 1 \\ + 13 \\ \hline \end{array}$$

ONE FOURTH



Bill had a whole apple.

Color it red.



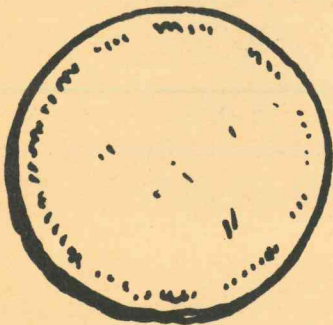
He cut it into 4 equal parts.

Each part is the same size.

Each part is one quarter or one fourth.

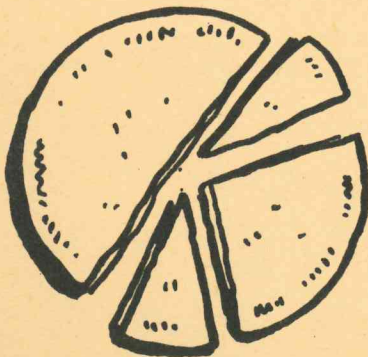
We write one quarter $\frac{1}{4}$.

Four quarters = 1 whole.



Mary had a pie.

Color it yellow.



She cut it into 4 parts.

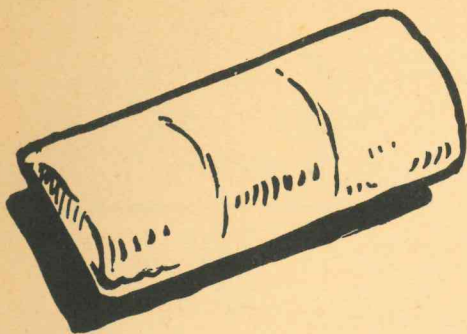
The parts are not the same size.

They are not quarters or fourths.

Color the largest part yellow.

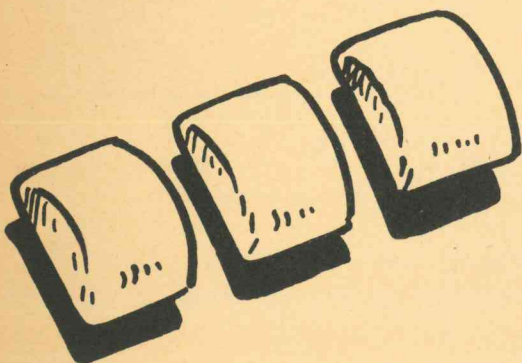
Color the smallest part red.

ONE THIRD



Ken had one whole candy bar.

Color it brown.



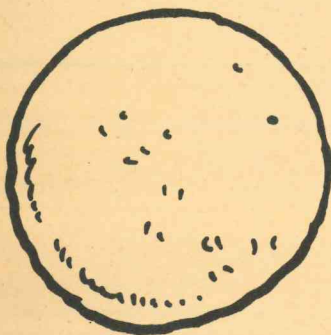
He broke it into 3 equal parts.

Each part is the same size.

Each part is one third.

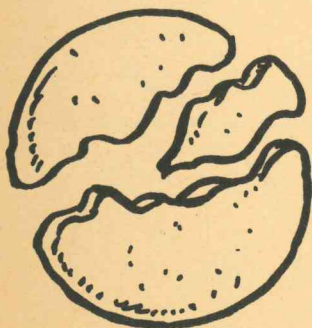
We write one third $\frac{1}{3}$.

Three thirds = 1 whole.



Betty had a cookie.

Color it yellow.



She broke it into 3 parts.





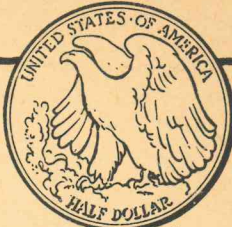
The parts are not the same size.



They are not thirds.


Color the largest part yellow.

Color the smallest part red.

MONEY


				
1 cent or penny	5 cents or nickel	10 cents or dime	25 cents or quarter	50 cents or half dollar












 make

1 nickel is worth cents.










 make

1 dime is worth cents.




 make

2 nickels make 1 dime


 1 dime = nickels.

25 cents make a quarter.

1 quarter = cents



50 cents make a half dollar.

1 half dollar = cents

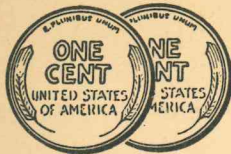


RECOGNITION OF MONEY

Draw a line from the number to the picture that matches it.



10¢



2¢



1¢



50¢



25¢

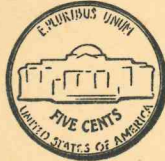


5¢

Draw a line from the number to the picture that matches it.



dime



nickel



penny

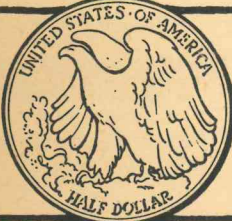
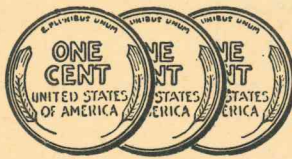
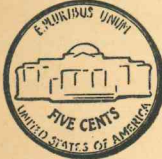
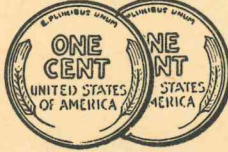


half-dollar



quarter

Put X on
which is more
on each line:



Put O around
which is more
on each line:

A. 3 pennies or 1 nickel.

B. Dime or nickel.

C. 10¢ or 5¢.

D. 4 cents or 3 pennies.

E. Quarter or half-dollar.

F. Dollar or quarter.

G. 25¢ or 10¢.

H. 5¢ or 50¢.

MORE THAN 10 CENTS



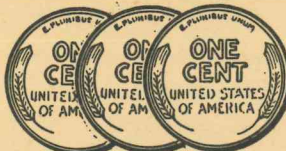
1 dime is 10 cents.



11 cents is 10 cents and 1 cent.



12 cents is 10 cents and cents.



13 cents is 10 cents and cents.



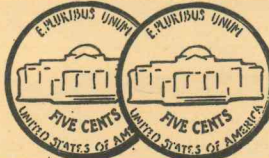
14 cents is 10 cents and cents.



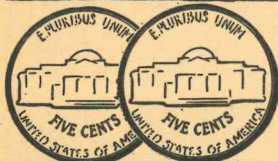
15 cents is 10 cents and cents.



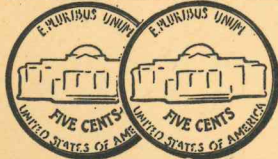
1 nickel is 5 cents.



2 nickels are 10 cents.



11 cents is ten cents and cent.



13 cents is 10 cents and cents.



7 cents is 5 cents and cents.

COLUMN ADDITION OF MONEY



One cent. We write this 1¢.



and



and



are¢

1¢

1¢

1¢

1¢

+

1¢

+

1¢

=¢



and



and



are¢

2¢

2¢

2¢

2¢

+

2¢

+

2¢

=¢



and



and



are¢

2¢

2¢

1¢

2¢

+

2¢

+

1¢

=¢



cents make



nickel.

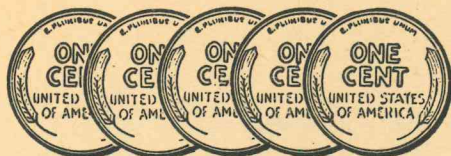
5 cents = nickel.



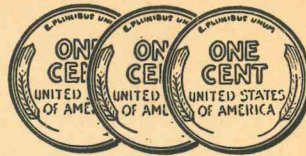
=cents.

1 nickel

MONEY PROBLEMS



Mary has 5 cents.



Tom has 3 cents.

Mary has cents more than Tom.

Tom has cents less than Mary.

Together they have cents.



Jack has a nickel.

A nickel is cents.



Jean has 4 cents.

Jack has cent more than Jean.

Jean has cent less than Jack.

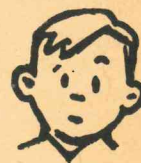
Together they have cents.



A dime is cents.

Betty has a dime.

Jack has a nickel.



A nickel is cents.

Betty has cents more than Jack.

Jack has cents less than Betty.

Together they have cents.

BUYING



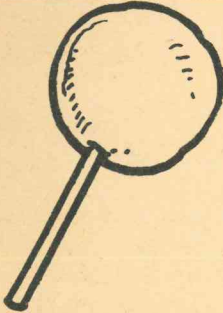
1 cent
or 1 penny



5 cents
1 nickel



10 cents
1 dime

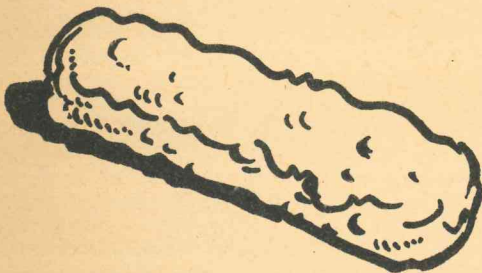


This lollipop costs 1 cent.



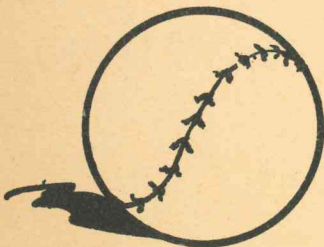
This ice cream cone costs 5 cents.

It costs nickel.



This candy bar costs 7 cents.

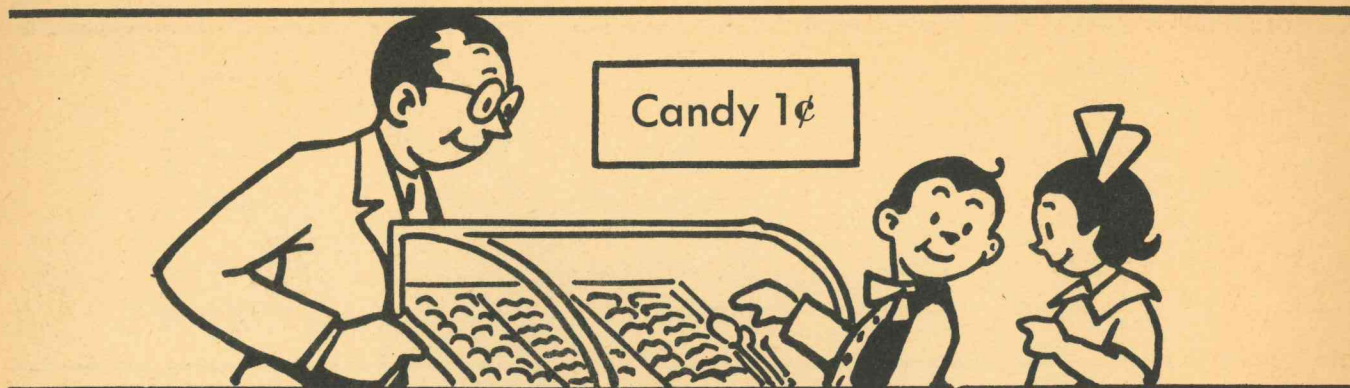
Mary gave the man nickel
and cents for it.



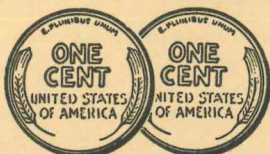
This ball costs 15 cents.

Tom gave the man dime
and nickel for it.

AT THE CANDY STORE



For 1 cent we can buy 1 candy.



2 cents candies.



3 cents candies.



4 cents candies.



1 nickel candies.



1 dime candies.

If I give the man a nickel and buy 2 candies,

he will give me back cents change.

STORE



Mary had a dime.



She bought an ice cream cone that cost a nickel.



The man gave her back a nickel.



costs

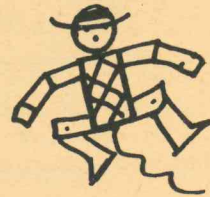


change

1. Ken had a nickel.

He bought a toy for 3 cents.

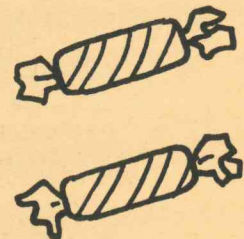
He had cents left.



2. Jean had 6 cents.

She bought 2 cents worth of candy.

She had cents left.



3. Betty had 4 cents. Could she buy an ice cream cone?

Yes

No

4. Harry had a dime. How many ice cream cones could he buy? -----

TEST

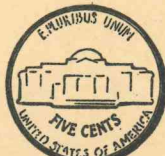
MONEY

Number of Examples.....16
Number right

A. Draw a line from the name to the picture it matches.



1¢



10¢



50¢



5¢



10¢

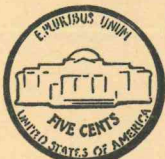
B.



and



=¢



and



=¢



and



and



=¢

C.

1 penny =¢

1 dime =¢

1 half dollar =¢

1 nickel =¢

1 quarter =¢

1 dollar =¢

D.

A candy bar costs 6 cents.

If you give the man a dime for a candy bar,

he will give you¢ change.

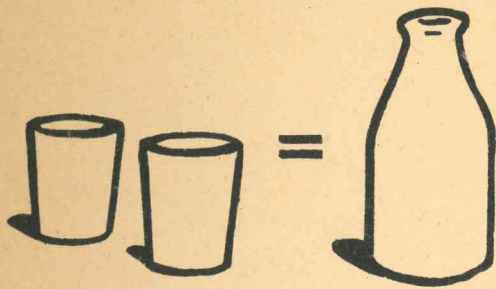
E.

A piece of candy costs 2 cents.

I give the man a nickel.

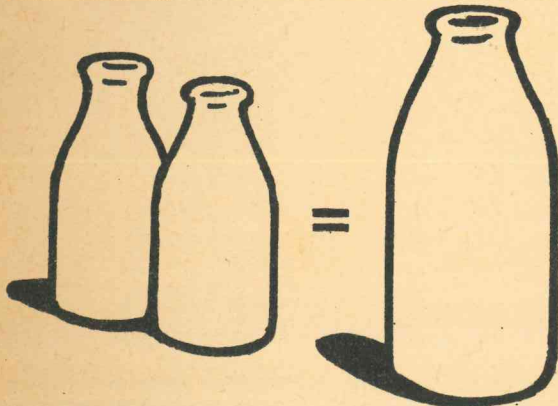
He will give me¢ change.

PINTS AND QUARTS



2 glasses of milk make 1 pint of milk.

1 glass is $\frac{1}{2}$ pint.



2 pints of milk make 1 quart of milk.

1 pint is $\frac{1}{2}$ quart.

Other things are sold
in pints and quarts.

Canned fruit is sold
in pints and quarts.



Pint of cherries

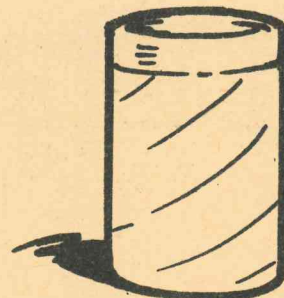


Quart of peaches

Put O around which is larger.
Put X on which is smaller.

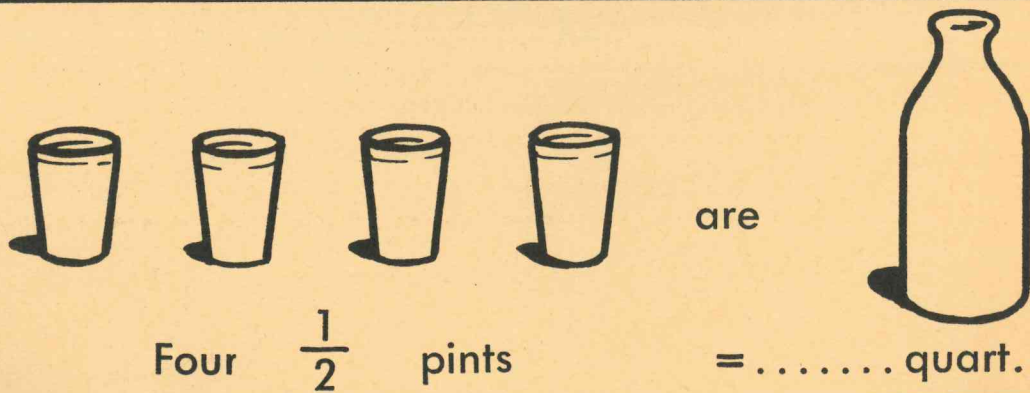
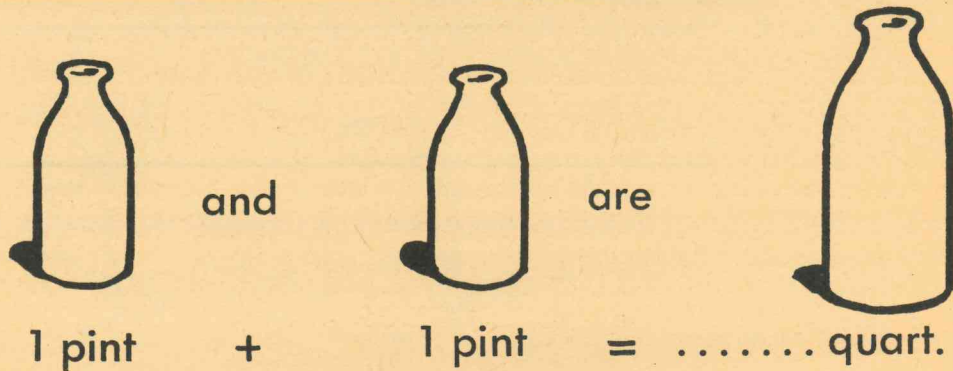
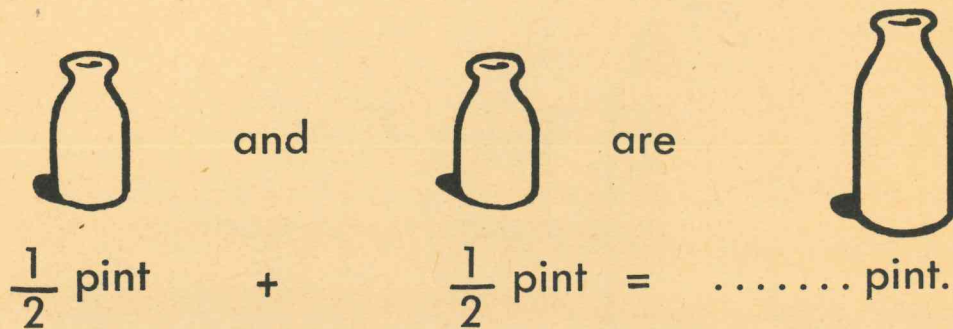
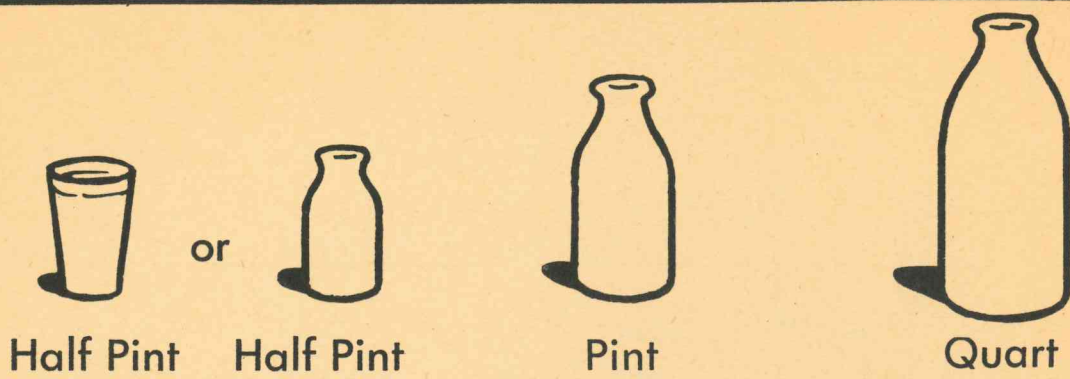


Pint of ice cream



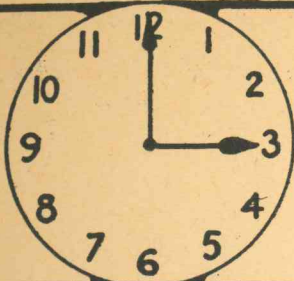
Quart of ice cream

MILK

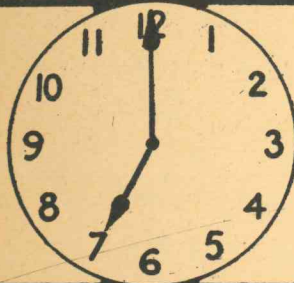


Teacher: Have at least one of each bottle in class and use water to show how many pints and half pints one quart contains.

TELLING TIME



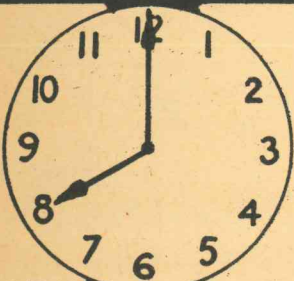
The long hand is the minute hand.
The short hand is the hour hand.
When the long hand is straight up at 12,
the short hand tells what hour it is.



..... o'clock



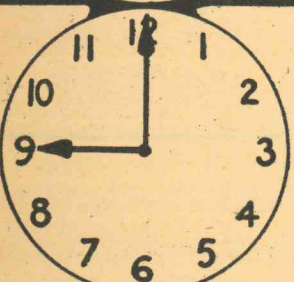
Time to get up.



..... o'clock



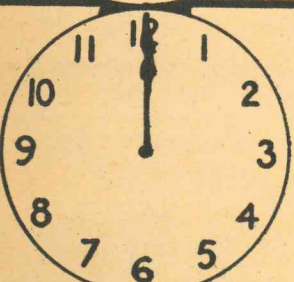
Time for breakfast.



..... o'clock



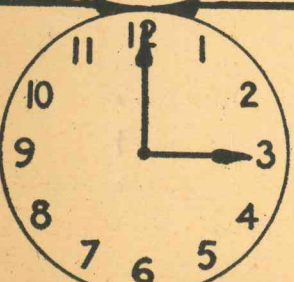
School begins.



..... o'clock



Time for lunch.

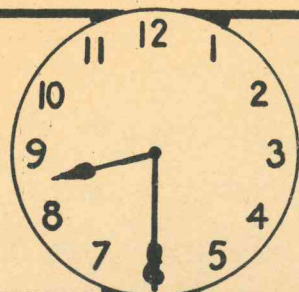


..... o'clock



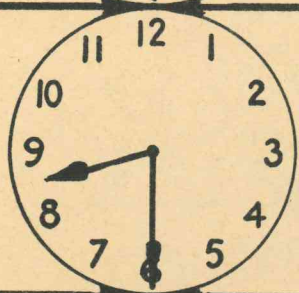
School ends. Time for play.

TELLING TIME – HALF PAST



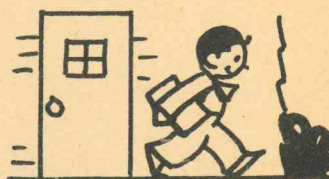
When the long hand is straight down at 6,
it is half past the hour.

This clock says half past 8.

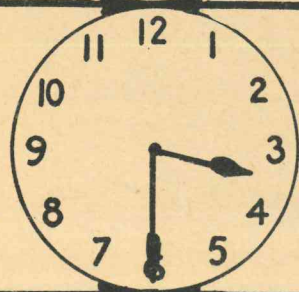


Half past

...8.30... o'clock



Time to start for school.

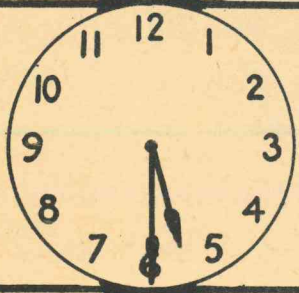


Half past

...3.30... o'clock



Home again.

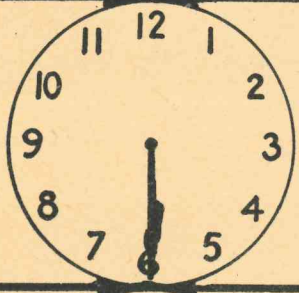


Half past

...5.30... o'clock



Time for radio.

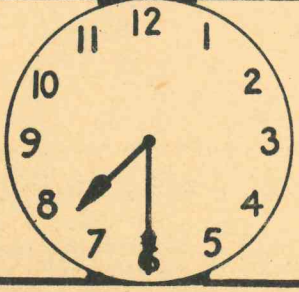


Half past

...6.30... o'clock



Time for supper.



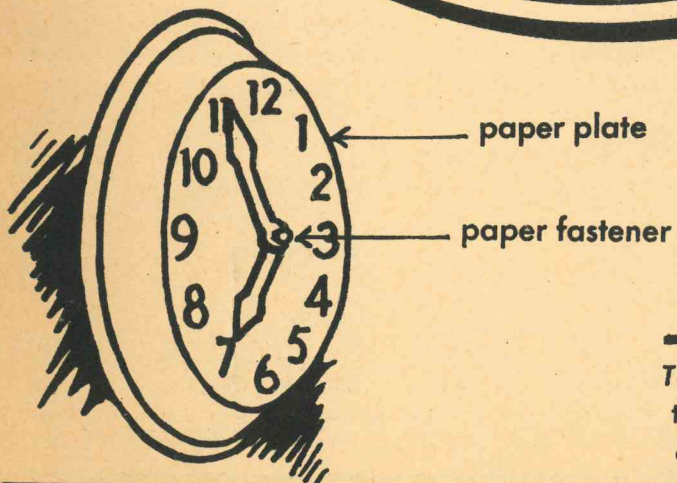
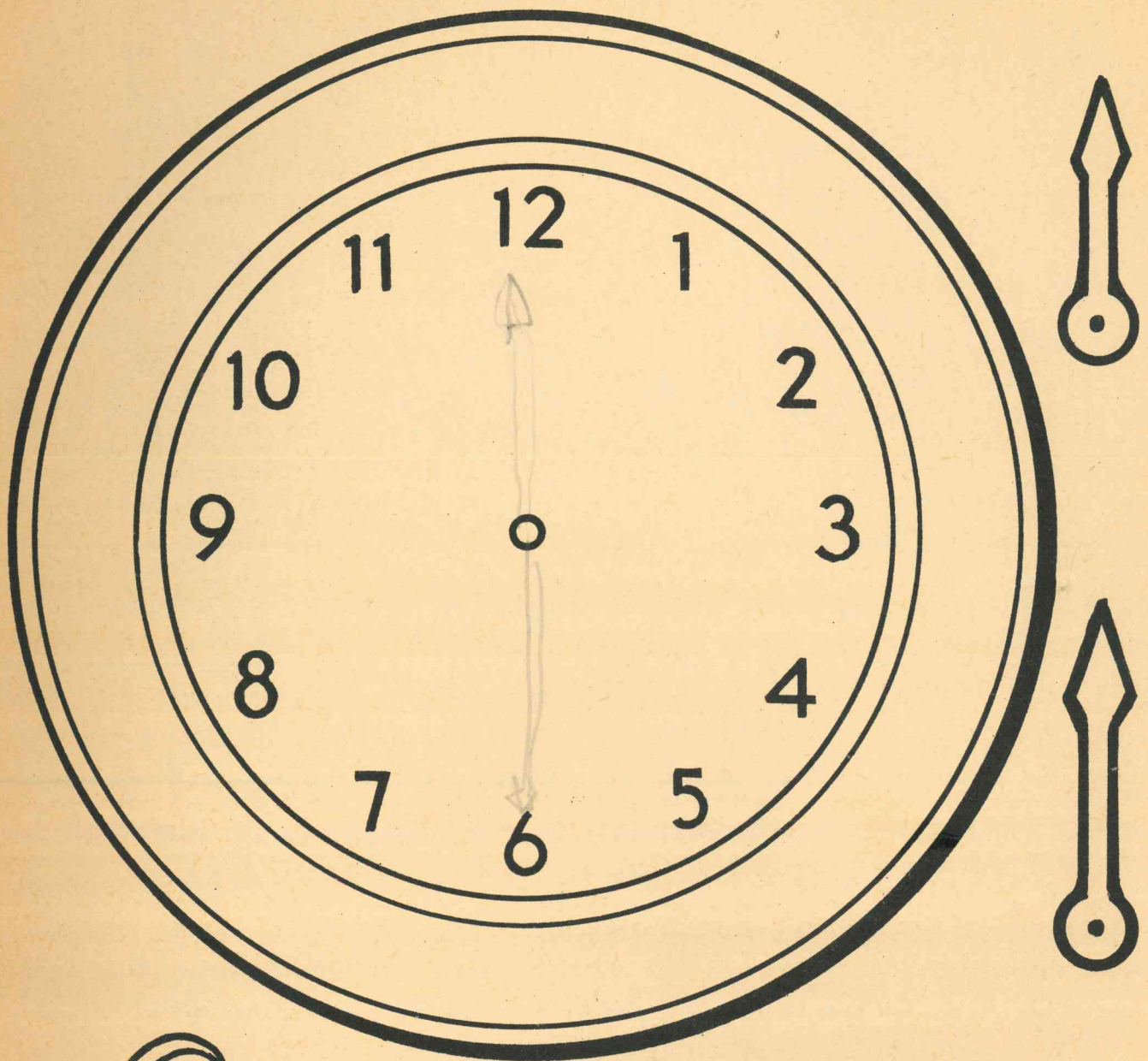
Half past

...7.30... o'clock



Time to get ready for bed.

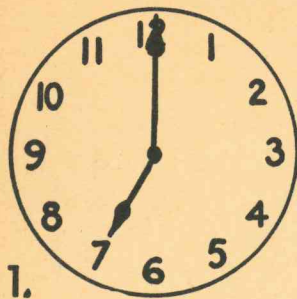
MAKE A CLOCK



Teacher: Develop the lesson on telling time by having the children make clocks with paper plates. This dial can be cut out and pasted on the paper plate.

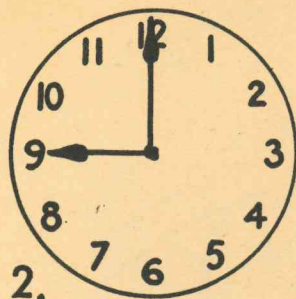
TEST NINE – TELLING TIME

What time does each clock say?



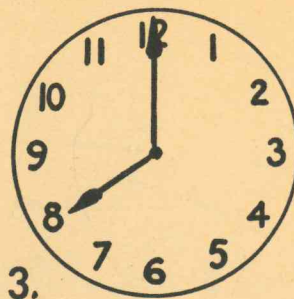
1.

...7... o'clock



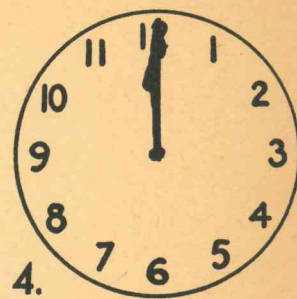
2.

...9... o'clock



3.

...8... o'clock

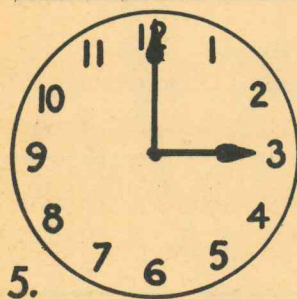


4.

...12... o'clock

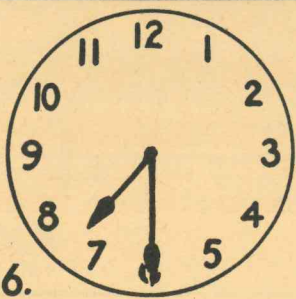
MORNING

- A. Which clock says time for lunch? ---4---
- B. Which clock says time to get up? ---1---
- C. Which clock says time for breakfast? ---3---
- D. Which clock says time for school? ---2---



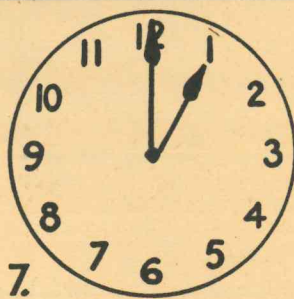
5.

..... o'clock



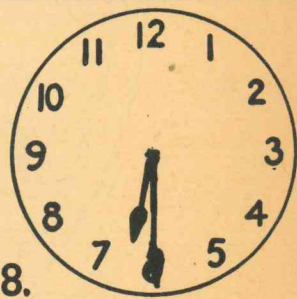
6.

..... o'clock



7.

..... o'clock



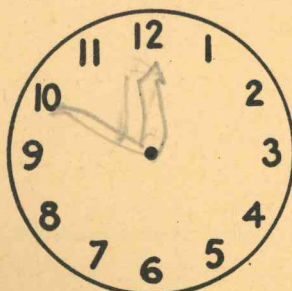
8.

..... o'clock

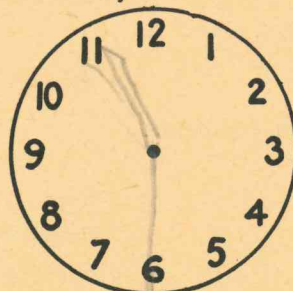
AFTERNOON
AND EVENING

- E. Which clock says time for school again? ----
- F. Which clock says time for school to close? ----
- G. Which clock says time for supper? ----
- H. Which clock says time for bed? ----

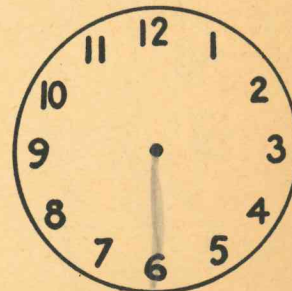
I. Draw the hands to make these clocks say:



10 o'clock



Quarter past 11



Half past 6

COUNTING

A. By 1's write the numbers 1 to 20.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

B. By 2's to 40.

2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40

C. By 3's to 60

3	6	9	12	15	18	21	24	27	30
33	36	39	42	45	48	51	54	57	60

D. By 5's to 100

5	10	15	20	25	30	35	40	45	50
55	60	65	70	75	80	85	90	95	100

E. By 10's to 200

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200

DIVISION

Put O around the right answer.

A. How many 10's are there in 60?

2 4 6 9 10

B. How many 10's are there in 30?

2 3 7 8 9

C. How many 5's are there in 25?

2 3 5 7 8

D. How many 5's are there in 50?

2 5 7 9 10

E. How many 3's are there in 18?

2 4 6 8 10

F. How many 3's are there in 27?

2 4 6 7 9

G. How many 2's are there in 12?

2 4 6 8 10

H. How many 2's are there in 16?

2 4 6 8 10

FINAL TEST – SUBTRACTION FACTS

$\begin{array}{r} 2 \\ - 1 \\ \hline 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 1 \\ \hline 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 2 \\ \hline 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 3 \\ \hline 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 1 \\ \hline 5 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ - 2 \\ \hline 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 4 \\ \hline 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 3 \\ \hline 2 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ - 2 \\ \hline 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 1 \\ \hline 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 5 \\ \hline 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline 3 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$

Teacher: Prepare flash cards using these and similar combinations for checking.

MULTIPLICATION FACTS

$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$

$$\underline{\quad 4 \quad}$$

$$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$$

$$\underline{\quad 6 \quad}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\underline{\quad 8 \quad}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

$$\underline{\quad 10 \quad}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\underline{\quad 12 \quad}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\underline{\quad 6 \quad}$$

$$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$

$$\underline{\quad 8 \quad}$$

$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

$$\underline{\quad 10 \quad}$$

$$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$$

$$\underline{\quad 12 \quad}$$

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

$$\underline{\quad 14 \quad}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

$$\underline{\quad 14 \quad}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\underline{\quad 16 \quad}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\underline{\quad 18 \quad}$$

$$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$$

$$\underline{\quad 20 \quad}$$

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

$$\underline{\quad 16 \quad}$$

DIVISION FACTS

$$4 \div 2 = \dots 2 \dots$$

$$10 \div 5 = \dots 5 \dots$$

$$6 \div 2 = \dots 3 \dots$$

$$12 \div 2 = \dots 6 \dots$$

$$8 \div 2 = \dots 4 \dots$$

$$12 \div 3 = \dots 4 \dots$$

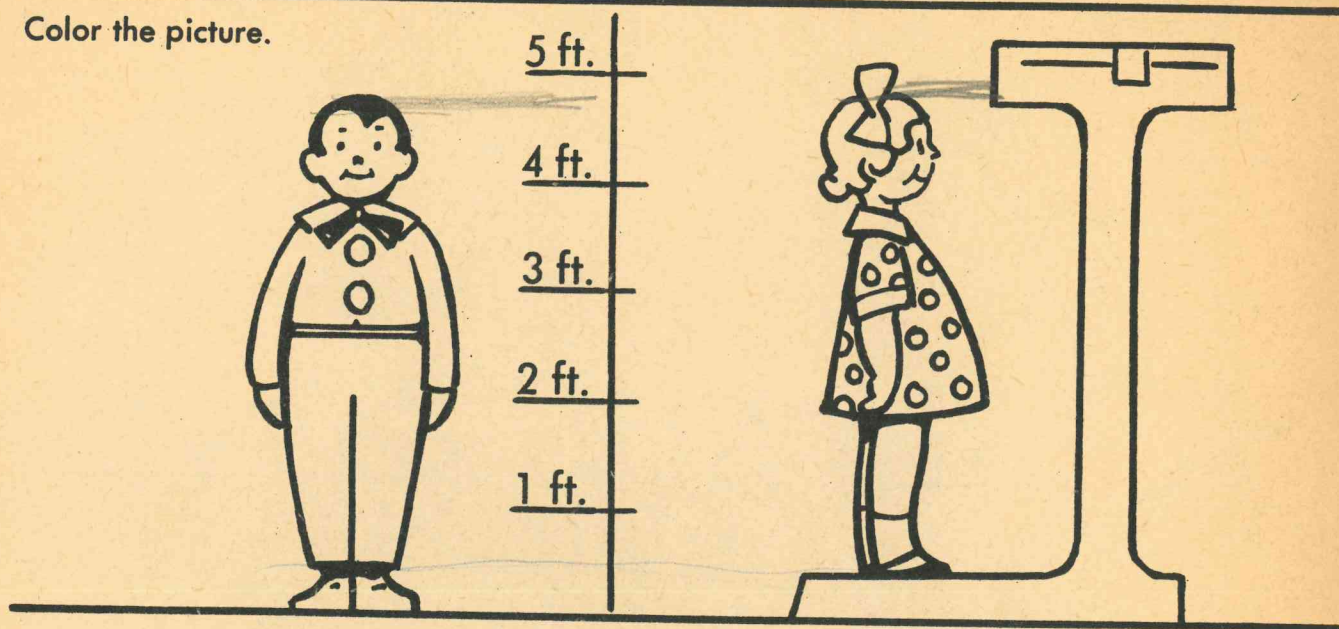
$$10 \div 2 = \dots 5 \dots$$

$$12 \div 4 = \dots 3 \dots$$

Teacher: Groups of toothpicks or splints held together with rubber bands can be used in developing this lesson.

ACTIVITIES – HEIGHT AND WEIGHT

Color the picture.



I am feet and inches tall.

Write the names of three friends.

1. is feet inches tall.
2. is feet inches tall.
3. is feet inches tall.

A scale is used to see how much you weigh. I weigh pounds.

Write the names of three friends.

1. weighs pounds.
2. weighs pounds.
3. weighs pounds.

Teacher: Let each pupil keep a monthly record of his height and weight. Compare with standard age, height and weight charts for boys and girls.



$$2+2=4$$



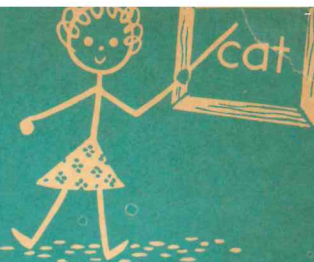
$$1+1=2$$



Arithmetic



$$2+2=4$$



$$1+1=2$$



Arithmetic



Reading



Reading



Spelling



$$3+2=5$$

Spelling



$$3+2=5$$

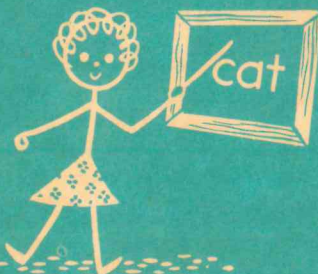
Writing



Writing



$$2+2=4$$



$$1+1=2$$



Arithmetic



$$2+2=4$$



$$1+1=2$$



Arithmetic



Reading



Reading



Spelling



$$3+2=5$$

Spelling



$$3+2=5$$

Writing



Writing



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| 3915 SPELLING (Grade 3) | 3911 ARITHMETIC (Grade 3) |
| 3916 SPELLING (Grade 4) | 3912 ARITHMETIC (Grade 4) |
| 3922 SPELLING (Grade 5) | 3913 ARITHMETIC (Grade 5) |
| 3923 SPELLING (Grade 6) | 3914 ARITHMETIC (Grade 6) |
| 3906 WRITING (Grade 1) | 3909 ENGLISH (Grade 2) |
| 3917 WRITING (Grade 2) | 3919 ENGLISH (Grade 3) |
| 3918 WRITING (Grade 3) | 3920 PHONICS (Grade 1) |
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